

Influence of Entrepreneurship and Vocational Practice on Sustainable Poverty Reduction among Business Education Graduates

¹Umar, Muhammad Yakubu, ²Umar Inuwa & ³Hassan Bello

^{1, 2&3}Department of Vocational and Technology Education, Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi, Nigeria.

Corresponding author: muhammadyakubuumar@gmail.com, +2347037383110

Abstract

The study examined the influence of entrepreneurship, and vocational practice on sustainable poverty reduction among business education graduates in Bauchi state, Nigeria. The study is guided by four research questions and four hypotheses. A survey research design was adopted where 100 business education graduates were used as sample of the study. The data was collected using business education graduates poverty reduction questionnaire. The data collected were statistically treated using Mean, standard deviation and multiple regressions. The results revealed that entrepreneurship and vocational practice have a positive and significant influence on sustainable poverty reduction among business education graduates. By implications, the findings of the present study suggest that persistent increases of poverty especially among business education graduates can be addressed by organizing seminars and workshops to business education graduates on how to utilize their knowledge and skills of entrepreneurship, and vocational practice judiciously to become responsible, productive and self-reliance citizens.

Keywords: entrepreneurship, vocational practice, sustainable poverty reduction

Introduction

Business education is one of the vocational educational programmes offered at tertiary education level in Nigeria and the primary objective of the programme is to provide the learners with employability working skills and prepare them to function intelligently as consumers and citizens in a business economy (Okoli, 2016). According to Folorunsho & Adebayo (2018) business education programme is concerned with teaching career, entrepreneurship, business understanding, and vocational practices. Similarly, Onayite (2016) argued that business education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners basic skills for personal use in the future. Equally, Business Education is a part of vocational Education programme offered at the university level, which deals with the area of knowledge and competences needed by individuals to enable them to become worthy human beings and effective member of the society (Etonyeaku, 2012) The programme also prepares individuals for life-long learning by developing in them the necessary mental tools,

technical and entrepreneurial skills and attitudes, capacities for decision-making and other qualities needed for active participation in team work and in the community as a whole. It empowers graduates with desired skills, knowledge and values that would make them to be self-employed or employable by others (Ezoji, 2010). Business education prepares learners for the different roles in business as economically literate and intelligent citizens. Hence, as part of vocational education, business education is synonymous with skill acquisition.

Likewise, Ugwuogo (2013) business education play a prominent role in preparing students to become responsible citizens, capable of making an astute economic decision that will benefit their personal and professional lives, because business education teachers introduce students to the basics of personal finance, decision making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the process by which businesses operate. These provide a solid educational foundation for student which will enable them to be versatile in the business environments. Amoor (2010) also argued that business

education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. Similarly, Kowasch, (2017) maintained that business Education is a vocational education programme that can produce responsible, productive and self-reliant citizens.

Despite the significant role plays by business education programme in creating employment opportunities and advancing economic growth, the level of poverty specifically among business education graduates is increasing at alarming rate (Ezeji, Ugwoke, Edeh & Okanazu, 2017). But Lame and Yusuf (2015) observed that poverty in Nigeria has a geographical perspective. This is because according to Nigerian Draft report on millennium development goals (2010) the Northern part of the Nigeria accounted for the higher incidence of poverty. Specifically, the report showed that the rate of poverty was as high as 84% in some states of Northern Nigeria. While in the North Eastern States poverty showed as high as 72.2% (National Bureau of Statistic 2015). However, Mc Omish, Elspeth, Mohan and Perera (2013) argued that business education could serve as a tool for alleviating poverty and improving the quality of life because it prepares students with knowledge and competencies of becoming self-reliant citizens. Moreover, prior studies (see for examples; Mc Omish, Elspeth, Mohan & Perera, 2013; Kowasch (2017) argued that business education is a programme that can produce responsible, productive and self-reliant citizens through entrepreneurship, and vocational practice. However, no published was found to examined the influence of entrepreneurship and vocational practices on poverty reduction. The present study therefore, intends to examine the influence of entrepreneurship and vocational practices on sustainable poverty reduction among business education graduates in Bauchi state, Nigeria.

The study's outcome will be relevant to the business education graduate in terms of identifying factors that will ensure the sustainable poverty reduction among them and make them to become self-reliant citizens.

Literature Review

Concept of Business Education

Business education is one of the major components of vocational education. In Nigeria, the discipline is offered at both the secondary and tertiary levels of education. According to Abdullahi (2002), Business education is an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Furthermore, Osuala (2004) is of the opinion that Business education is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and experience that prepare individuals for effective participation as citizens, workers and consumers. Finally, The National Open University of Nigeria (NOUN) (2008) defines Business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment.

It could be deduced from the definitions above that Business education is an education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equips him with lifelong skills that would enable him to make reasonable judgment as a producer (entrepreneur), employee or consumer of goods and services. Finally, Aliyu (2013) stated that the purpose of Business education stresses the need for:

1. Specialized instruction to prepare students for career in business.
2. Fundamental instruction to help students assume their economic roles as consumers, workers and citizens.
3. Background instruction to assist students in preparing for professional careers requiring advanced study.

Ezeani (2012) opined that business education produce responsible, productive and self-reliant citizens. He further states that due to the quality of business education graduate In terms of skill acquisition and creation of job. It therefore highlights the Importance of Business Education In Inculcating In the

recipients knowledge, values, attitudes and skills needed In the business world. According to Igboke (2000), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business where instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business Involves preparation of youths and adults for Intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

It could be deduced from the definitions above that Business education Is an education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equips him with lifelong skills that would enable him to make reasonable judgment as a producer (entrepreneur), employee or consumer of goods and services.

Concept of Poverty

Poverty as a severe deprivation of some basic human needs at the individual or household level. Put differently, poverty is a material deprivation and this can be assessed in monetary terms. While this conceptualization of poverty makes the quantitative analysis of poverty straightforward and permits comparisons over time and between countries, it fails to recognize non- material forms of deprivation such as illiteracy and social discrimination among others (Aliyu, 2013). Chambers (1994) defined poverty as the failure to achieve basic capabilities such as being adequately nourished, living a healthy life, possession of skills to participate in economic and social life, permission to take part in community activities to mention a few. This conceptualization forms the basis for the belief that poverty is multi-dimensional. The subjective view of poverty posits that, poverty has both physical and psychological dimensions. Poor people themselves strongly emphasize violence and crime, discrimination, insecurity and political repression, biased or brutal policing, and victimization by rule, neglectful or corrupt public agencies (Narayan et al, 1999).

Estache, Foster and Wodon (2002) explore the connections between infrastructure reforms

(especially private sector participation) and poverty alleviation in Latin America. In the study, both macroeconomic and microeconomic linkages between infrastructure reforms and poverty reduction are examined. The authors conclude that service expansion made possible through privatization would lead to poverty reduction if such infrastructural developments were affordable to the poor.

Entrepreneurship

Various scholars have described entrepreneurship in several ways. Hisrich and Peters (2012) viewed entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming accompany financial, psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence. Oduma (2012), define entrepreneurship as an attitude, and a way of thinking and learning. It is a state of mind, an artifact, insightful and innovative mentality rather than business administration. It is a way of perceiving and exploring opportunity wherever it may be found. Inyang & Enuoh (2009) define entrepreneurship as a process of creating a new organization and pursuing it. The process of entrepreneurship involves all functions, activities and actions associated with the perceiving of opportunities and the creation of organizations to pursue them. Entrepreneurship is the recognition and pursuit of opportunity without regard to one's current control resources, with confidence and assurance of success, and the flexibility to change topic as necessary and the will to rebound from any setbacks (Udu, 2014)

Ameh & Udu (2016) defined entrepreneurship as the venture that involves taking up a business enterprise quite distinct from obtaining a paid job. Furthermore, Uzochukwu, Lilian & Chidiebere (2015) describe entrepreneurship as the ability to organize business opportunity, organizing an enterprise to undertake new production process, raising capital, hiring labor, arranging resources and introducing new organizing. Isyaku (2014). Described entrepreneurship as a relentless pursuit of business of resources currently controlled. James (2015) describe entrepreneurship as the process of bringing together creative and innovative ideas and coupling these with

management and organization skills in order to combine people, and create wealth.

In the same vein, Nwachukwu (2014) opined that entrepreneurship is a process of bringing together the factors of production, which include land, labour, capital and time so as to provide a products or service for public consumption. Inyang& Enuoh (2009) describe entrepreneurship as the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and management as successful business enterprise and in the process creating employment opportunities to would be employee. Egbor (2009) sees entrepreneurship as the process of creating wealth by bringing together resources in new ways to start a venture that benefits customers and rewards its founders for their initiatives and innovation. Also, Umemezie (2003) in Oduma (2012) noted that entrepreneurship involves the capacity to find out and evaluate business opportunities, gather the necessary resources and implement actions to take advantage of the opportunities while guided by high achievement motivation.

Vocational Practices

The curricula of vocational colleges provide both theoretical and industrial education. Objectives, methods and forms of organization and content of education, with its own peculiarities, are aimed at one goal the training of highly qualified young specialists. Consequently, the theoretical and industrial education is considered separate, but related to the educational process in specialized secondary schools.

Practical vocational education in colleges should focus on the development of individual students, i.e. ensuring the formation of students' practical skills, application of the theoretical knowledge they have received in practice with account of their personal rights, genetically psychological empowerment, social and economic interests and the needs and requirements of production (technology) (Hopfner & Khaydarov, 2009)

Disclosure of the necessary connection between the content of practical vocational education in the colleges and potential of formation of basic professional skills of students is a major challenge, the basis of the contradictions in the methods of education. The term of the professional education means an organic unity of theoretical and practical vocational education, whose functions are interrelated and interdependent.

The main goal and objective of practical vocational education in colleges is to form the basis of students' professional skills and prepare them for future employment in their chosen profession. This training is provided by mastering the skills and abilities necessary for the application of acquired knowledge in practice, planning of production processes that characterize their profession, preparation, implementation, monitoring and maintenance. Because "junior specialist" - is a professional degree, specialty, which is given to graduates of vocational colleges, successfully mastered the program of theoretical and practical special education. Junior specialist carries out technical duties in their field, computer-related and other facilities; actuates the technical equipment and other types of transportation, provides service and maintenance of engineering and technical equipment and items, installs machine tools, steel structures, performs other similar works (Alam, 2008).

Practical vocational education differs from general education to its goals and objectives of education, training programs and selection of program content. Educational activities, and the process of theoretical vocational education, being essentially the same, are made using the same principles and the teaching techniques. Practical vocational education is fundamentally different method and way of learning. Since training is being conducted in close connection with the production: students are producing, often working. Hence, the uniqueness of practical vocational training is primarily in the fact that the learning process is carried out directly in the work of the students themselves (Skakun, 2007).

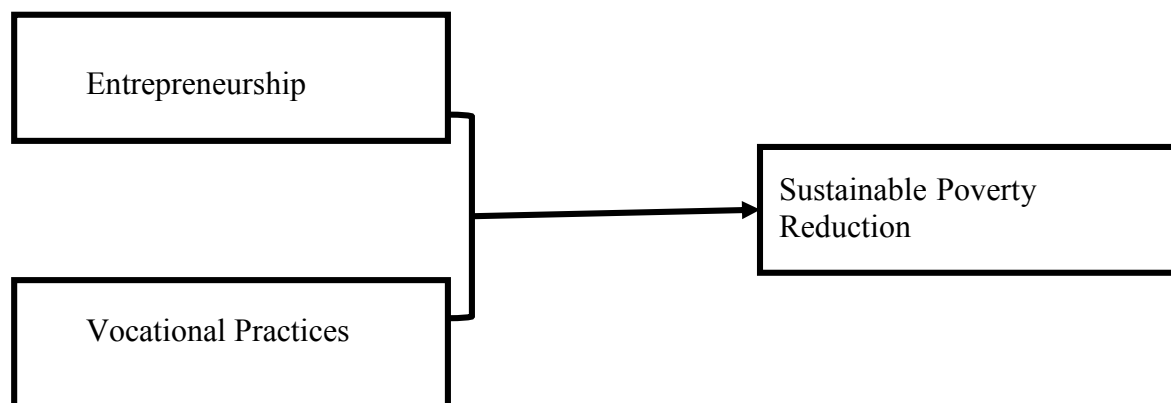
Research Framework

Fig. 1 Research Framework

A framework of this study that indicates the relationship between entrepreneurship, vocational practices and sustainable poverty reduction is developed based on social exclusion theory proposed by Ogboru and Abiniku (2011). The social exclusion theory predicated that poverty resulting from people who tend to be excluded from effective participation in a society's activities. But participation in a society's activities such as entrepreneurship and vocational practices which provides students with necessary skills and knowledge for engaging in various economic activities lead to the reduction of poverty through the creation of new business.

The following hypotheses are formulated:

- H1: Entrepreneurship has no significant influence on sustainable poverty reduction among business education graduate.
- H1: Vocational practices has no significant influence on sustainable poverty reduction among business education graduate.

Methodology

The population of this study was infinite population because the number of business education graduates in Bauchi state too large to be determined (Uzoagulu, 2011). Hence, the population of the study comprises all business education graduates in Bauchi state, Nigeria. The business education graduates were considered in this study because they are the target of the study. Another justification for choosing business education graduates is because Ezeji, Ugwoke, Edeh and Okanazu, (2017) noted that poverty is increasing at alarming rate specifically among business education graduates. The samples of this study

consisted of 100 business education graduates in Bauchi state, Nigeria. According Louangrath (2014) the minimum sample size for infinite population is 30. However, the study increases the sample size to 100 because Salkind (2003) recommended that a researcher can increase his/her sample size by up to 30%.

The study employed survey design and examined the influence of entrepreneurship and vocational practices on sustainable poverty reduction among business education graduates in Bauchi state, Nigeria. A survey method is used when a researcher is interested in studying the opinions, feelings, and thoughts of the respondents about a particular situation (Fisher, 2010). This method enables the researchers to collect and analyze quantitative data as well as suggesting the reasons for the relationship between the variables of interest (Saunders, Lewis, & Thornhill, 2009). The present study interested in studying the opinions of business education graduates of Bauchi state on whether entrepreneurship and vocational practices have ant influence on sustainable poverty reduction among them. Therefore, a survey method was appropriate for achieving the objectives of the study.

The variables used in the present study were measured using Sustainable Poverty Reduction among Business Education Graduates Questionnaire (SPRBEGQ). The measurements were adapted from the previous studies. This was done because Churchill (1979) recommended that a researcher can adopt or adapt measurements from the previous studies relevant to the current research. The research model consists of three constructs (see, Fig. 1). The constructs are sustainable poverty

reduction (9 items), entrepreneurship (11 items), and vocational practice (11 items). In the study, the Likert scale was adopted for all the items, the respondents were asked to indicate their responses to each question on a five-point rating scale. Krosnick and Fabrigar (1997) opine that a scale between five and seven points is more reliable than higher or lower scales and a scale with no midpoint may increase the measurement error. Similarly, Dawes (2008) states that a five or seven scale is likely to produce better results. In line with these arguments, five-point Likert scale was used as follows: Strongly Disagree (SD)=1, Disagree (D)=2, Undecided (UD)=3, Agree (A)=4, and Strongly Agree (SA)=5. The instrument was pilot tested prior to the actual study on the respondents that have similar characteristics with the population of study. Also, the instrument was subjected to the experts in the field of research for the face and content validity. While the reliability of the instrument was determined using Cronbach Alpha. Hair et al. (2013) recommended that the value of Cronbach Alpha .70 and above is acceptable and sufficient. In the present study, reliability coefficient of three constructs are as follows: sustainable poverty reduction (0.78), entrepreneurship (0.81), and vocational practice (0.74), suggesting that the instrument is reliable. Finally, for cleaning of data and analysis, SPSS 23 was used throughout the process. The predictive power of entrepreneurship and vocational practice (i.e., independent variables) on sustainable poverty reduction (i.e., dependent variable) was determined using multiple regression. A multiple regression is a statistical technique for testing the influence of

a number of independent variables on one continuous dependent variable (Tabachnick & Fidell, 2007).

Findings

Having satisfied the necessary assumptions of regression analysis, Hair et al. (2013) recommended that when interpreting the result of multiple regression analysis, a researcher should first consider the F value, then the R-square value or adjusted R square, and follow by the individual contribution. Following their recommendation, in this study, the statistical evidence has proved that the model was statistically significant based on the F ratio 52.450, $p = .000$. The result also revealed the R^2 value of .686, indicating that the model fit is large (Murphy, Myers & Wolach, 2014).

Regarding the individual contribution of independent variables, the variable entrepreneurship has a standardized coefficients beta value of .337, $p = .000$. This indicates a significant contribution of the variable in the model, that is, entrepreneurship has a significant positive influence on sustainable poverty reduction among business education graduates. This result does not support the prediction of hypothesis H1 that entrepreneurship has no significant influence on sustainable poverty reduction among business education graduate. Likewise, the relationship between vocational practice and on sustainable poverty reduction among business education graduates has a standardised coefficients beta value of .290, $p = .020$. This indicates that vocational practice has a significant contribution in the model. Hypothesis 2 is, therefore, not supported.

Table 1: Regression analysis on the relationship between managerial skills, leadership skills and entrepreneurial competencies of business education graduates.

Variable	Standardized Coefficients Beta	T value	P value	Decision
Entrepreneurship	.337	3.812	.000	Rejected
Vocational practice	.290	2.454	.020	Rejected

Source: Fieldwork 2019

Discussion

The findings of this study suggested that entrepreneurship and vocational practice have a positive and significant influence on sustainable poverty reduction among business education graduates. This implies that entrepreneurship

and vocational practice are strong determinant of sustainable poverty reduction of business education graduates. Therefore, business education graduates can become responsible, productive and self-reliance citizens through entrepreneurship and vocational practice. The

findings are consistent with the studies Omish, Elspeth, Mohan and Perera (2013) who found that observed that entrepreneurship is a tool for alleviating poverty and improving the quality of graduates because it prepares them with knowledge and competencies of becoming self-reliance citizens. Similar finding was reported in the study of Onayite (2016) who observed that the entrepreneurship enables the business education graduates to search the businesses that would enable them to minimize the poverty among themselves. The finding of this study is also agreed with Kowasch (2017) who revealed that vocational education programme produces responsible, productive and self-reliance citizens and similar finding was reported in the study of Folorunsho & Adebayo (2018). Folorunsho & Adebayo who reported that vocational education equipped student self-reliance skills enable to live above the poverty line.

Conclusion

The present study examines the influence of entrepreneurship and vocational practices on sustainable poverty reduction among business education graduates in Bauchi state, Nigeria. The findings of the present study shows that, entrepreneurship and vocational practice have a positive and significant influence on sustainable poverty reduction among business education graduates. That is, entrepreneurship and vocational practice are significant predictors of sustainable poverty reduction of business education graduates. Therefore, the persistent increases of poverty especially among business education graduates can be addressed by organizing seminars and workshops to business education graduates on how to utilize their knowledge and skills of entrepreneurship, and vocational practice judiciously to become responsible, productive and self-reliance citizens. However, the present study focused only on business education graduates. The graduates of other courses were not considered in this study. Therefore, the findings of this study might not be generalized to graduates of other courses. Also, the data for this study was collected only in Bauchi state the remaining states of the country were not considered in the present study this also may limit the generalization of the study findings. Consequently, this study suggested that similar studies should be conducted to focus on

graduates of other courses. Additionally, for the sake of generalization, empirical studies of this type are needed the remaining states of the country.

References

- Abdullahi, A. (2002) business education, technology and national development. Book of reading in business education, 1(2), 1-5.
- Alam, G.M. (2008). The role of technical and vocational education in the national development of Bangladesh. Retrieved 24th May, 2010; Correspondence to: Gazi Alam, *Asia Pacific Journal of cooperative education* 9(1), 25– 44 email: alam.gm@brac.net
- Aliyu, M. M. (2013). Subject method for business teachers. Kaduna: sunjo A. J. Global Limited.
- AMA Task Force (1989) and, later, Special Interest Group is established for the marketing and entrepreneurship interface—First Tracks are created in the AMA summer(1990) and winter (1991)conferences for EM. Also, Academy of Marketing Science Congress in Singapore (1989) (G. Hills).
- Ameh, A. A. & Udu, A. A. (2016). Social networks and entrepreneurship orientation among students in Nigerian universities: a study of social network size and risk disposition. *Business and Management Research Journal*, 5(2), 1-11.
- Amoor, S. S. (2010). The need to improve teacher quality in business education in Nigerian universities. *International Journal of Education Research* 11(1) 1-11.
- Chambers, R. (1994). Paradigm shifts and the practice of participatory research and development.
- Churchill, G. A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, XVII 64-73
- Egbor, S. H. O. (2009) Entrepreneurship Development for Employment and Wealth Generation. Benin City. Ehis Printers.

- Esene, I. N. (2015). Gamma Knife radiosurgery for low-grade tectal gliomas. *Acta neurochirurgica*, 157(2), 247-256.
- Estache, A. V. foster & Q. wondon (2002). Accounting for poverty in in structure reform: learning from Latin American's experience. WB development studies Washington, DC: World Bank.
- Etoneyaku, E. A.C. (2012). Vocational Business and counseling: panacea for Achieving sustainable poverty reduction and wealth creation. Nigeria journal of vocational Association (NVAJ), 17, 139-147.
- Ezeani, N. S. (2012). The teacher and skills acquisition at business education: from the perspective of accounting skills. Arabian journal of business management review (Oman chapter) vol. 2, NO.4. Nov. 2012. Pp 25-36.
- Ezeji, H. A., Ugwoke, E. O., Edeh N. I. & Okanazu, O. O. (2017) business education: A tool for poverty alleviation in Enugu state. American journal of indusrial and business management, 5, 601-609.
- Folorunsho, I. O. & Adebayo, T. O. (2018). Business education and national development: issues and challenges. *Nigerian Journal of Business Education (nigbed)*, 5(2), 274-285.
- Hisrich, R. D., Peters, M. & Shepherd, D. A. (2012). The Entrepreneurial Process.
- Hopfner G. D. & Khaydarov B. (2009). The Role of Instructors in Vocational Education. Study guide. – Tashkent, p. 92.
- Igboke, S. A. (2011) business education: principles and methods. Jones communication publisher, Enugu.
- Inyang, B. J. & Enuoh, R. O. (2009). Entrepreneurial competencies: The missing links to successful entrepreneurship in Nigeria. *International business research*, 2(2), 62-71.
- Isyaku, S. (2014). Mediating Effect of Uncertainty Avoidance on the Relationship between Entrepreneurial Talent and SMEs Performance in Nigeria: A Conceptual Analysis. *International Journal of Academic Research in Business and Social Sciences*, 4(6), 368.
- Kowasch, M. (2017). Resource exploitation and consumption in the frame of education for sustainable development in german geography textbooks. *Review of International Geographical Education Online*, 7(1), 48-79.
- Krosnick, J. A. & Fabrigar, L. R. (1997). Designing rating scales for effective measurement in surveys. *Survey measurement and process quality*, 141-164.
- Louangrath, P. (2014). Sample size determination for non-finite population.
- Mc omish, Elspeth, M. & Mohan, P. (2013). Technical and vocational education and training-A promising path to Empowerment and poverty Alleviation. UNESCO section for technical and vocational education.
- Murphy, K. R., Myors, B., & Wolach, A. (2014). Statistical power analysis: A simple and general model for traditional and modern hypothesis tests. New York: Routledge.
- Narayan, D., Raj p., Kai S., Anne R. & Sarah K. S. (1999). Can any one ear us? Voice from 47 countries. Poverty group, PREM, word Bank, December.
- National open university of Nigeria (2008). Business education methods. Lagos: national open university of Nigeria.
- Oduma, C. A. (2012). *Strategies for Improving Teaching of Entrepreneurial Development in Education in Tertiary Institutions in Ebonyi State*. A thesis in Department of Business Education, Ebonyi State University.
- Ogboru, I and Abiniku, A. C. (2011). The impact of corruption on poverty reduction efforts in Nigeria.
- Okoli, C. I. (2016). Functionality of Cooperative Business Education in Development of Nigeria. *Journal of Education and Practice*, 7(18), 15-19.
- Osuala, E, C. (2004). *Principles and Methods of Business and Computer Education*. Enugu: Cheston Agency Ltd.
- Salkind, N. J. (1997). *Exploring Research* (3rd ed). Upper Saddle River, NJ: Prentice HallSaunders, M., Lewis, P., & Thornhill, A. (2009). Research methods

- for business students. Essex. *Financial Times/Prentice Hall*.
- Skakun V. A. (2007) Organization and Methods of Vocational Education. Study guide. Moscow: "FORUM – INFRA-M" Publishing house, p. 178.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Pearson Education Inc.
- Udu, A. A. (2014). Handling entrepreneurship in tertiary institutions in Nigeria. *J. Mgmt. & Sustainability*, 4, 189.
- Ugwuogo, C. C. (2013) business education and national development: Issues and challenges. *Journal of educational and social research*. 3(4) 129-134.
- Umemezie, I. E. (2003). An Analysis of employment problems among secondary school learners. *An entrepreneurial approach. Business Education Journal*, 1(1), 35-42.
- Uzoagulu, A. E. (2011). *Practical Guide in writing research project reports in tertiary institutions*. Enugu: Jacob's classical Publisher Ltd.
- Uzochukwu, O. C., Lilian, O. O. & Chidiebere, O. M. (2015). Entrepreneurial development and job creation in selected local government areas in Enugu State, Nigeria. *International Journal of Managerial Studies and Research (IJMSR)*, 3(7), 41-53.
- Wodon, Q. (2002). Inequality and social welfare.