

**Entrepreneurial Skills: A Nexus for Employment Generation among Business Education
Graduates in Public Universities, South-South Nigeria**

Jessy Daniel Udoh PhD, Prof. N. A. Akpan

&

Dr. Uyai E. Akpanobong (Associate Professor)

Department of Business Education

Faculty of Vocational Education Libray and Information Science

University of Uyo, Uyo

Abstract

This study examines the acquisition of entrepreneurial skills and employment generation of business education graduates in public universities, South-South Nigeria through the examination of some key entrepreneurial skills and how these key skills affect employment generation of business education graduates from public universities. The study elicited information on the acquisition of entrepreneurial skills as predictor of employment generation among business education graduates in public universities, South-South Nigeria. Specifically, on emotional intelligence skills, time management skills, innovation skills as predictor of employment generation among business education graduates in public Universities South-South, Nigeria. From the discussion it was concluded that the entrepreneurial skills mentioned in the discuss (emotional intelligence, time management, and innovation skills) greatly predict employment generation of business education graduates in public Universities, South-South, Nigeria. Hence it was suggested that the management of public universities in collaboration with private individuals should conduct workshops and seminar on entrepreneurial skills to further expose students to primary objectives the Business Education programme.

Keywords: Acquisition, Entrepreneurship, Employment. Generation, Graduates.

Introduction

Entrepreneurship is the process of designing, launching, and running a business venture by taking calculated risk, innovation and adapting to changing market conditions. Acquisition of entrepreneurial skills is the process of obtaining technical skills and practical knowledge from an individual, group or institution that can help the individual to performance range of tasks and duties in an occupation. Entrepreneurial skills have been known as the basis of wealth creation and development of any individual and nation, depending on the attainment of the skills acquired as well as the expert use of the skills. Skills acquired through formal training enables students to broaden their knowledge and prepare for greater societal responsibilities in areas such as job creation, sustainable economic development and nation building.

The pursuit and the desire of every business education graduate is to get employment, create value, recognition of business opportunity and undertaken to initiate, maintain and aggrandize profit by the production or distribution of economic goods and services despite the risks and uncertainties that may be encountered. Based on this, acquisition of entrepreneurial skills is important to students for harnessing natural resources and providing economic stability, thereby creating employment opportunities. Entrepreneurship plays a vital role in employment generation, as successful businesses create jobs and stimulate economic growth. Isiwu and Ibe (2023) recorded that, the National University Commission, (NUC) introduced entrepreneurship education in the curriculum of Nigerian Universities as a tool for effective way of equipping graduates with the desired employability skills and functional skills which would enable them to depend less on government jobs, but rely on their own abilities to provide for themselves the means of livelihood. This is why, United Nation (2016) reported that small and medium- sized enterprises (SMEs) account for approximately 70% of employment opportunities globally. Skill refers to efficiency in performance that is enhanced by practice and training. According to Ekong and Ekong (2016), skill is the capacity to accomplish a task in a systematic and efficient manner, as well as experience gained through a rigorous training procedure. Skill is combination of cognitive-knowledge and ability to learn new information; affective; feeling, emotion and expression of attitude; psychomotor-actions, origination of movement in conscious mental activities that enhance productivity and employment generation.

Dambo and Nwauzor (2023) stated that employment generation refers to the process of generating new job opportunities for individuals within an economy, which is essential for promoting economic growth, social cohesion, and overall well-being. According to McGinn and Oh (2017), employment generation is a conscious process of social development where business education serves as catalyst for imparting entrepreneurial skills on students for employment generation, facilitate business growth, poverty reduction and economic development.

Despite the vital role entrepreneurship plays on graduates of business education, some still face challenges such as limited access to funding in business, market competitiveness, complex regulatory barriers or environment that hinder business growth, lack of mentorship and support, lack of networking opportunities, skill mismatch where some of the skills acquired may not align with the demand of the job market or the need of the community.

Onojaife (2019) asserted that advanced students like master and doctor of philosophy typically possess a blend of knowledge and skills in business principles and educational methods, technical skills preparing them for careers that integrate students of business acumen with teaching, training and employment generation. Postgraduates' students of business education are typically individual who have completed their undergraduates' studies and are seeking advance knowledge and skills in business management. Olaoye (2024) maintained that postgraduates students of business education often possess strong analytical and solving skills, excellent

communication and teamwork abilities, willingness to take calculated risks and adapt to change desire to network and build professional relationship.

Entrepreneurial skills acquired by business education graduates in South-South has become necessary set of skills required to successfully start a business or add value to work as and generate employment. According to Edokpolor and Somori (2017), acquisition of entrepreneurial skills are competencies required to start a business, and they are seen as core skills; life and career skills; creativity and innovative skills, information skills, media and technology skills. They may also include: communication skills; creative /innovative skills; risk management skills; interpersonal relationship openness to change and business identification skills. Effective used of these entrepreneurial skills can drive economic growth by creating jobs, market competition along with new product opportunities.

For instance, Akpan and Udukeke (2023), views that emotional intelligence is a person's ability to perceive personal emotion and that of other people, correctly interpret and control of emotions. It is the capacity to recognize and manage one's own emotions as well as those of others, which is essential for leadership, teamwork and conflict resolution. Dambo and Nwauzor (2023) recorded that employee with emotional intelligence skills often report higher job satisfaction, as they can communicate effectively, manage stress and build positive relationships. Acquisition of this skill helps students to stable emotions, self-awareness, social awareness, self-efficacy and self-direction to be able to deal with the challenges of exploiting new business opportunities.

Furthermore, time management skills are vital in helping entrepreneur in working on the right things and time in business. Usen *et al.* (2023) asserted that time management skill is a set of principles; practice, tool and system working together to enable the individual get more value for time with the aim of improving the quality of life. It involves preparation a sequence of action step by step to achieve some specific target or goals. Similarly, Mannikus and Kura (2022) revealed that time management skills is the ability to utilize time productivity by setting priorities and schedules for jobs or activities and ensuring that timeliness are followed strictly. This skill is like a map when followed by graduates can always see how much they have progress to achieve the project goals and how far they are from destination.

Innovative skill is the successful implementation of creative ideas within an organization. According to Bae *et al.* (2014), innovative skills refer to the ability to generate, develop, and implement new ideas, products, processes, or services that create value in the market place. These skills are essential for graduates as entrepreneurs because they drive the ability to think creatively, identify new opportunities and introduce novel solutions that differentiate businesses from competitors.

The compelling need for students to seek self-development and productivity, self-employment and fulfillment has been stressed as a major concern, and business education programme, particularly in relation to small and micro enterprises, is a key vehicle for acquisition

of entrepreneurial skills for employment generation. One of the major objectives of business education is to provide knowledge, skills and technical competences to students to have a successful career and to become successful in business. Goddy Mkpa *et al.* (2023) opined that business education is a programme of study that prepares students with knowledge, competencies, marketable skills and attitudes needed to perform and run successfully in business or gainfully employed. Business education holds the prospect of contributing the required entrepreneurial skills to increase in job creation and self-employment of graduates.

The persistent challenge of unemployment among business education graduates poses of significant threat to economic development and growth of our nation. Despite the increasing demand for skilled professionals in the business sector, it is observed by the researcher that a substantial number of business education graduates remain unemployed or underemployed, leading to a waste of human capital and a mismatch between the skills acquired through education and the requirements of the labour market.

The problem is further compounded by the lack relevant skills, inadequate, industry-academia linkages, and probably unsatisfactory entrepreneurial skills possession. Hence the debilitating consequences of low employment generation is high dependency rate, where a significant portion of the population relies on others for financial support. This situation has not only stifled individual growth but has also exert a disproportionate burden on the economy. Other consequences include low productivity that results in a corresponding low standard of living perpetual vicious circle of poverty and a limiting opportunity for economic mobility. It is against this backdrop that this study seeks to determine the acquisition of entrepreneurial skills on employment generation of business education graduates in public universities, South-South Nigeria.

Focus of the Study

The discussion focused on the acquisition of entrepreneurial skills as predictor of employment generation among business education graduates in public universities, South-South Nigeria. Specifically, the work seeks to discuss:

emotional intelligence skills, time management skills, innovation skills as predictor of employment generation among business education graduates in public Universities South-South, Nigeria.

The Concept of Entrepreneurial Skills

Acquisition of entrepreneurial skills is skills acquired by an individual to seek out investment opportunities, establish and run an enterprise or business successfully as quite distinct from obtaining a paid job. In general, entrepreneurial skill is becoming more widely acknowledged as a key engine of economic growth, job creation, creativity and innovation, and poverty reduction According to Iwuoha *et al.* (2021), entrepreneurial skills are acquired by graduates in the course

of education that enables them to function effectively in changing business environment as entrepreneurs. Iwuoha *et al.* further identified entrepreneurial skills to include planning, creative, innovation, management, financing management, critical thinking, strategic thinking problems solving, risk bearing, among others. Entrepreneurial skills helps an individual to see business opportunities, mobilize necessary capital, labour and other inputs operating together and successful know how to generate employment when the need arises. The skills consist of effective utilization of ideas, information, and facts that help a graduates develop competencies, services, or become productive employees of organizations or self employed

Graduates with entrepreneurial skills pervade all economies (though more with free market or capitalist economies) and is considered the bedrock of modern economic development through innovation, technological breakthrough and by developing untried technologies. The entrepreneur in his entrepreneurial activities can bring about increase in production, create employment, income, facilitates rapid growth of micro, small, medium and large scale enterprises to reduce poverty and hunger among the people

Employment Generation of Business Education Graduates

Employment generation involve opening new business opportunity for individual to be self-reliant and reduced unemployment. In the view of Arya and Watts (2021), employment generation is a natural process of social development. Human beings bring with them into the world an array of needs that present employment opportunities for others to meet where is not so, the world could not have sustained a more than tripling of population over the past century. The interaction of disciplined training and the application of subject-specific skills in the workplace is part of this duality. As industries and career paths evolve, graduates are expected to have skills that are not only discipline-specific but also transferable to a wider range of jobs and careers (Olaoye, 2024).

Adeigbe *et al.* (2021) reported that employment generation is the notion that jobs are created in response to some sort of event or situation and could come in a number of shapes and sizes. For example, a government could reduce taxes and regulations to make employment more affordable, business operators or companies may hire or employ workers when necessary to satisfy demand for its products or services. Thus, employment generation presumably would occur if the industries expand its operation in line with demand of its products and services this will lead to hiring more people to the firm operation or if demand for goods and services grew substantially. For demand to grow there would need to be a significant base of buyers for those goods and services. But employment generation fails if the principal consumers refuse to buy due to insufficient funds.

Employment generation is the process involved in engaging the labour force in productive activities in the economy (Dambo and Nwauzor, 2023). The desired employment condition in the

economy today is full employment that is where there are more jobs than men. It does not mean that everybody in the labour force is employed. A condition of full employment can be said to exist if the number of unfilled vacancies is equal to the number of people who are out of work.

One of the major objectives of business education is to provide knowledge, skills and technical competencies to students to have a successful career and to become successful entrepreneurs. Okoye (2021) opined that business education is programme of study that prepares students with knowledge, competencies, marketable skills and attitudes needed to perform and run successfully in business or gainfully employed. Business education holds the prospect of contributing to increase in job creation and self employment of graduates. Akpan and Udukeke (2024) stated that business education is expected to churn out graduates with key success indicators, long-life skills, knowledge, attitude and competencies required to identify new profitable business opportunities, thereby contributing to the much-needed economy diversification.

According to Abdullahi (2020), business education is that aspect of educational training in vocational areas which an individual receives with adequate concepts, knowledge, understanding and skills in business activities and also to function as administrator, manager or teacher in the world of work. Business education has become inherent in the national development strategies in many societies as a result of the impact on the development of human resources, productivity and economic growth. Business education plays a significant role in students' acquisition of employability skills by providing technical skills and knowledge that will enable them to handle sophisticated office technologies and information system require of any graduates for successful employment and job creation.

Emotional Intelligence Skills and Employment Generation of Business Education Graduates in Public Universities, South-South Nigeria

Social interaction is the key to a healthy and stable communication. Ingram *et al.* (2019) asserted that creating good and strong relationships with employees and subordinates skills helps the entrepreneurs performing tasks in efficient way and achieving business or organization's goals. Developing emotional intelligence allows the leader to gain the knowledge necessary to maintain a well-balanced and compact working climate in order to improve the business. Emotional intelligence skills are one of the main factors influencing the success of an entrepreneurial business leader.

According to Ristovska and Blazhecka (2021) emotional intelligence skills is the ability to identify and control emotions, own feelings and those of others, ability to motivate and manage emotions positively, both internally and in relationships for success across industries, boosting employability, career growth and overall effectiveness in the workplace. Emotional intelligence helps business leaders, especially business education graduates to develop a vision for their

businesses, organizations, and motivates subordinates to commit to the vision and energize them to enthusiastically work to achieve this vision (Ugoani 2016). However, studies show that emotional intelligence can also affect emotional exhaustion (burnout) resulting from emotional labor and this emotional exhaustion can influence on the job performance in terms of business commitment and job satisfaction.

In improving emotional intelligence, training programs like business education have been developed to encourage students about emotional intelligence. The program taught young people how to improve their emotional intelligence skills and developed cognitive process associated with emotional intelligence (Goleman, 2020). These approaches are aimed at equipping learners with relevant understanding and skills related to entrepreneurial intention and creating opportunities for personal growth and learning to self-reliance after graduation. Since individuals use their feelings to guide them during decision-making, they can learn from past experiences and make better decisions by using this information to do better in business (Fernández-Pérez *et al.*, 2019).

Furthermore, Anwar and Abdullah (2021), posited that emotional intelligence has been associated with being an indispensable ingredient for successful business performance. It is suggested that emotional intelligence affects how people interact with others, whether they are in a group or individual setting. The relationship between emotional intelligence and entrepreneur intention is based on the value and importance of the business.

Time Management Skills and Employment Generation of Business Education Graduates in Public Universities, South-South Nigeria

Effective time management is clearly a factor in business activities or job performance and thus can contribute to business or an organization's profitability. According to Abduljabbr *et al.* (2016) time management describes the employee's behaviour which is about being able to produce supportable use of the employee's time at intervals to perform certain activities. It's delineated as a combination of sensitivity for time, the setting of goals, prioritizing tasks, and observation outcomes. Time management is associate example of self-regulation enabling workers to enhance their performance, intelligence and reach career success (Desmond and Amadi, 2022). Time management leads to success through reducing stress, maintaining balance, increasing productivity and setting and creating an endeavor to realize one's goals. From this broadened perspective, graduates can see that time management is necessary to enhance life's dimensions in business and job.

Time management as a behavior aims to achieve the economical use of time and should be related to certain purposeful activities specially, business education graduates for business operation and employment generation. The use of time is not an aim in itself, and cannot be pursued as a sole factor. Most targets are on some purposeful activity, like performing a small task or a tutorial duty that is assigned in way which means an economical use of time (Adams and Blair,

2019). Adams and Blair (2019) further viewed time management as behaviors that aim at achieving a cost-effective and effective use of time have three major components to include awareness of past, present and future and the recognition of one's time use (attitudes, cognitions of time), that help complete tasks and responsibilities that match the limit of one's capabilities.

According to Nasrullah and Khan (2015) time management is the set of principles, practices, skills, tools, and systems that work together towards getting more value out of time with the aim of improving the quality of academic life. They further stressed that these principles include setting of goals, setting of priorities, being organized, effective decision making etc. In the same view, Osawe (2017) positioned that time management is the act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set of activities encompasses a wide scope of planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing.

Time is a scarce resource and entrepreneurs who effectively manage their time are usually more successful on the, business, job and have a great chance of business advancement. Ologunowa *et al.* (2019) posited that time is totally inelastic, priceless, perishable, irreplaceable and incapable of being stored. It is a unique resource that represents the actual limiting factor in all businesses and organization. Jeanine (2015) asserted that time management is the timetable for blending the activities and operations of individual management to achieve long and short range sets off results. It is deliberate coordination of resources with the calendar for signaling individual managers to propose, act and accomplish at designated periods of time.

The issue of time management has been a vital concern to any successful entrepreneur. It is evidently clear that time wasting and failures in business are caused by various factors. Boldureanu (2020) indicated the following as the time robbers: prolonged or unnecessary meetings with colleagues, interruptions from own staff, colleagues or boss, idle conversation in the sense of casual chit chat. Many entrepreneurs who complain that they do not have sufficient time may be because they have failed to organize themselves or their work properly to meet up with time.

Innovative Skills and Employment Generation of Business Education Graduates in Public Universities, South-South Nigeria

Innovation is not something natural, rather particular, resulting from the organizational context determined by relations, technologies and mobilization through fragmented interactive network of organizing. Okiridu and Bupo (2018) explained that innovation occurs through local translation by innovation alliance that supports the emergence of new networks. It is a driver of growth and well-being because new technologies, products, services and organizations create jobs and rejuvenate industries thereby creating jobs, while making others obsolete. To reap the gains of

innovation, policy makers need to understand how innovation is changing and what it means for education and training policies.

According to Ordu (2017) innovation implies that societies, education and training system must empower people to innovate and quickly respond to new needs generated by innovation. (i) Innovation in education is to show how innovation and improvement can be fostered and measured in the education sector for acquisition of skills relevance to the societies (ii) Skills and education for innovation refers to as the kind of skills and education that are needed in innovative societies. The skills needed for innovation goes beyond knowledge and mastery of one's domain. Okiridu (2015) recorded that innovators need to think critically, to apply their knowledge to unfamiliar problems, and to be able to come up with new ideas and make corrections. Innovation skills are aided by behavioural and social skills that help people pursue their critical thinking, creative skills and put their ideas into action. Jam (2015) affirmed that innovation can be developed in the offices and at the classroom with the right teaching and practice, not every venture or great innovation can start with a genius but the processes of teaching innovative skills seem dim, but as a proven fact from participants, innovative skills are regularly exercised in the start-up of new business in established companies. Innovation cannot only be taught but also viewed as a skill that grows stronger with practice.

Innovative skill acquisition by business education graduates entails focusing on what should be done to bridge the gap between the school and labor market, where they will work after graduation, so as to be self-reliant in the society. Mbanefo (2015) stated that innovative skills is the ability of facilitating and utilizing new knowledge acquisition in problem-solving and knowledge extension through elaborate creative expression in business. Similarly, Bridging Discipline Program (BDP) (2016) stated that innovation often involves transformation of creation ideas into new solution that drive business growth, improve efficiency, and to meet customer's changing needs while improving decision-making and problem-solving across the organization.

Possession of innovation skills by business education graduates and its application in works environment or business venture reduce the rate of dependence on government for job, and help to create job for others. Adiele (2016) stated that innovative skills in business education singularly can not only produce graduates with useable skills but also without the necessary initiative and impetus for utilizing them at the functional level enough to create wealth will not bring employment generation. Innovation skill is the implementation of creativity to achieve new value and can be applied to products, services, business models and processes. It is also important for the productivity of individuals and companies and necessary for global economic and social progress.

With the transition to digital economy, innovation has become a driving force for economic and social change. Innovation can result from complex interactions existing between the impulse of science and the attraction of the market. Innovation activities can depend on the firm's or

individual's capability to create and acquire knowledge that not only creates inventions but also brings innovations successfully to market place. An innovative skill is viewed by Chibuzor and Mallam (2023) from a firm's talent for internal problem solving and its ability to forge productivity external linkages via networks, strategic alliances, and user-producer relationships. It can be described as the scientific knowledge of an individual or group of individuals or firms towards meeting up with internal and external societal problem. Innovative skills entail that individuals should be original, creative open minded, resourceful and knowledgeable (El-Hagggar and Alshammary, 2023).

Fundamentally, innovation has to do with changes leading to improvement in the quality and quantity of products as well as techniques of doing things (Shinkafi *et al.*, 2022). Innovation is dynamic and creates new things out of existing ones. Through innovation, the entrepreneur introduces new production techniques, new commodities, improve on existing ones, open up new markets thereby creating employment, explore new source of raw materials and design new techniques of management (Shinkafi *et al.*, 2022). Innovative skills are what the entrepreneur translates into business establishment and development. The process of entrepreneurship starts from the generation of business idea, through implementation to the realization of output and profit. Graduates with small businesses adopting innovative practices contribute to economic growth through several means. On the micro level, innovative can help businesses to improve their existing products or services, increase productivity, reduce cost and achieve high profitability.

Conclusion

This study justifies the acquisition of entrepreneurial skills on employment generation of business education graduates in public universities, South-South Nigeria through the careful examination of key entrepreneurial skills such as emotional intelligence, time management, and innovation skills. These entrepreneurial skills are thought to be very important to graduates of business education in Universities. Based on the study, it could be concluded that various entrepreneurial skills like emotional intelligence, time management, and innovation skills greatly predict employment generation of business education graduates in public Universities, South-South, Nigeria.

Way Forward

Based on the discussion, the following suggestion were put forward:

1. The management of public universities should ensure that acquisition of risk-taking skills is practicalized by students beginning from the time of compulsory entrepreneurial studies course.

2. The National Universities Commission in collaboration with curriculum planners to see that the entrepreneurship education contents are properly develops to the extent that will help students in the acquisition of strategic thinking skills.
3. The management of public universities should ensure that the acquisition of emotional intelligence skills by students is given adequate attention by providing the enabling environment for learning.
4. The management of public universities in collaboration with private individuals should be able to conduct workshops and seminar on entrepreneurial skills to further expose students to primary objectives the programme so that they can put in place those time management skills that best satisfy them.

References

- Abduljabbr, A N., Rabeea, O. M. & Almsafir, M. K. (2016). Relationship between time management and job performance empirical study in Malaysia Privet University. *Journal of Advanced Social Research*, 2 (10): 427-438.
- Abdullahi, S. (2020). Business education for sustainable national development in Nigeria. *Erudite Journal*, 1(1): 1-13.
- Adams, R.V. & Blair, E. (2019). Impacts of time management behaviors on undergraduates engineering students' performance. *SAGE and Opens Journal*. 4(2),39-48.
- Adeigbe, K. Y., Onimole, S. O. & Olanipekun, B. E. (2021). Entrepreneurship development: A panacea for employment generation in Eti-Osa Local Government, Lagos State. *JABU International Journal of Social and Management Sciences* 7, (2:)150-162
- Adiele, T. U. (2016). *Principle of Business and Marketing Education*. Owerri, Klean Publishers.
- Akpan, N. A. & Udukeke, F. O. (2023). Catalysing entrepreneurial key success indicators and acquisition of longlife skills by tertiary institution students in Nigeria through business education. Pp170-188. In: G.A. Akpan, E. B. Usoro, N. A. Akpan, A. A. Offiong, N. P. Essien, P. S. Williams, A. D. Usoro, E. P. Udofia, C. I. Usoroh and A. E. Udofia (Editors). *Lifelong Skills for Sustainable National Development*. Faculty of VELIS, University of Uyo, Nigeria, 245p.
- Anwar, G. & Abdullah, N. N. (2021). Inspiring future entrepreneurs: The effect of experiential learning on the entrepreneurial intention at higher education. *International Journal of English Literature and Social Sciences*, 6 (4):234-250

- Arya, R. K & Watts, S (2021). *Employment generation, not an autonomous variable depends on the structural composition of the economy*. Retrieved from <https://www.researchgate.net/publication/349943844> on 10th October, 2024
- Bae, T J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship education and entrepreneurial intention: A meta-Analytic review. *Entrepreneurship Theory and Practice*, 38(2): 217-254.
- Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability*, 12(3): 1267.
- Chibuzor, O. J & Mallam, J. T (2023). Innovative Skills: Plausible Antidote for Finding Job Opportunities among Nigerian Graduates. A Paper Presented at the Faculty of Management Sciences Bayero University, Kano. 3rd International Conference and Doctoral Colloquium, January 2023
- Dambo, B. & Nwauzor, O. (2023). Business education skill and employment generation among graduates students in River State Universities. *International Journal of Business and Law Research*, 11(4):35-46.
- Desmond, A. & Amadi, K (2022) Influence of time management on academic performance of business education students in Universities in Rivers State. *International Journal of Research Publication and Reviews*, 3 (6): 2793-2798.
- Edokpolor, J. F. & Somori, K. (2017). Entrepreneurship education programme and its influence in developing entrepreneurship key competencies among undergraduates students” problem of Education in the 21 Century, *Country*, 75 (2): 144-156.
- Ekong, U. M. & Ekong, C. U. (2016). Skills acquisition and unemployment reduction in Nigeria: A case study of National Directorate of Employment (NDE) in Akwa Ibom State. *Journal of Entrepreneurial Studies*, 9(4): 87-104
- Fernández-Pérez, V., Montes-Merino, A., Rodríguez-Ariza, L., & Galicia, P. E. A. (2019). Emotional competencies and cognitive antecedents in shaping student’s entrepreneurial intention: The moderating role of entrepreneurship education. *International Entrepreneurship and Management Journal*, 15, 281- 305.

- Goddy Mkpa, P., Usen, S. M., Victor, U. B. & Daniel, U. E. (2023). Information and communication technology skills required by business education students for effective entrepreneurship practice. Pp147-154. In: G. A. Akpan, E. B. Usoro, N. A. Akpan, A. A. Offiong, N. P. Essien, P. S. Williams, A. D. Usoro, E. P. Udofia, C. I. Usoroh and A. E. Udofia (Editors). *Lifelong Skills for Sustainable National Development*. Faculty of VELIS, University of Uyo, Nigeria, 245.
- Goleman, D. (2020). *Emotional Intelligence*. Greece, Bloomsbury Publishing.
- Ingram, A., Whitney, O. P., Wayne, S. & Warren, W. (2019). Emotional intelligence and venture performance. *Journal of Small Business Management*, 57 (3): 780–800.
- Isiwu, E. C. & Ibe, S. O. (2023). Impact of entrepreneurship education and training on the enhancement of entrepreneurial skills for sustainable empowerment and national development. Pp74-84. In: G. A. Akpan, E. B. Usoro, N. A. Akpan, A. A. Offiong, N. P. Essien, P. S. Williams, A. D. Usoro, E. P. Udofia, C. I. Usoroh and A. E. Udofia (Editors). *Lifelong Skills for Sustainable National Development*. Faculty of VELIS, University of Uyo, Nigeria, 245p.
- Iwuoha, C. U., Ikwubiela, B. E., & Ebenezar-Nwokeji, C. C. (2021). Entrepreneurial skill acquisition required by business education graduates for employment generation in Imo State. *Journal of Business Education (NIGJBED)*, 8(2): 254-262
- Jeanine, M. (2015). *Pareto's Principle*. Available at <http://www.planetofsucces.com>. Retrieved on 29th October, 2024
- Mannikus, G. & Kuura, A. (2022). The role of personal branding in entrepreneurship education. *Piccola Impresa Small Business*, 1(1): 102-118.
- Mbanefo, M. C. (2015). Developing creative thinking skills in basic science students: Prospects and challenges. *Journal of Science Teachers Association of Nigeria*. 50 (1):207-216.
- McGinn, G & Oh, H. (2017). Gender, social class, and women's employment. *Current Opinion in Psychology*, 18(1):84-88.
- Nasrullah, S. & Khan, M. S. (2015). The impact of time management on students' academic performance. *Journal of Literature, Languages and Linguistics*. 1 (2):34-42.

- Okiridu, O. S. F & Bupo, G. O. (2018) Business education students' innovative ideas and skills (4):11-21.
- Okiridu, O. S. F. (2015) Students Perception and Realities of Business Education in Tertiary Institutions in Rivers State. Proceedings of the 27th Annual National Conference of Association of Business Educators of Nigeria (ABEN) (pp.111-119.) Osun, Nigeria. 21.
- Okoye, A. C. (2021). Strategies for developing sustainable business education for economic development. *International Journal of Management Studies and Social Science Research*, 3 (2):76-81.
- Olaoye, J. B (2024). Entrepreneurship skills acquisition and employability potentials of undergraduates. *Journal Advancement of Management and Accounting Research*, 10(1):53-62.
- Ologunowa C. S., Osunyikanmi P. O., & Itodo, C. I (2019). Entrepreneurship and effective time management: A route to successful venture. *Islamic University Multidisciplinary Journal IUMJ*, 6 (2): 133-138
- Onojaife, C. A. (2019). Business education and entrepreneurial skill acquisition for sustainable economic development: Competency needs of business educators in Delta State. *Journal of Policy and Development Studies*, 11(14): 33-41.
- Ordu, P. (2017). Empowering 21st Century Students for Self-Employment: A Lead Paper Presentation at the 2nd National Annual Conference of Association of Business Educators of Nigeria (ABEN), Rivers State Chapter, at the Business Education Auditorium, Rivers State University, Port Harcourt, 17th -18th May 2017.
- Osawe, C. O. (2017). Time management: An imperative factor to effective service delivery in the Nigeria public service. *International Journal of Development and Management Review (INJODEMAR)*.12(1):152-167.
- Ristovska, N. & Blazhecka, D. (2021). The impact of emotional intelligence skills to entrepreneurial business success. *UTMS Journal of Economics*, 12(2): 171–185.
- Shinkafi, B. U., Kallamu, B., & Suliman, H. A. A (2022). Entrepreneurship and innovation: Necessary tools for attaining sustainable small and medium scale enterprisess in Nigeria. *Gusau Journal of Economics and Development Studies (GUJEDS)*, 1, 207-217
- Ugoani, J. (2016). Emotional intelligence and organizational competitiveness: Management model approach. *Independent Journal of Management and Production*, 7 (3): 786–806.

United Nations (2016). *Entrepreneurship for Sustainable Development: Resolution Adopted by General Assembly*. New York: United Nations Publications,

Usen, S. M., Ben, U. E. & Asuquo, E. E. (2023). Entrepreneurial skills: Apanacea for sustainable national development. Pp23-32. In: G.A. Akpan, E. B. Usoro, N. A. Akpan, A. A. Offiong, N. P. Essien, P. S. Williams, A. D. Usoro, E. P. Udofia, C. I. Usoroh and A. E. Udofia (Editors). *Lifelong Skills for Sustainable National Development*. A Freestschrift. Faculty of VELIS, University of Uyo, Nigeria, 245p.