

# Entrepreneurial Training Strategies Adopted by Lecturers in Developing Business Abilities in Nigeria University Students

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**Abstract:** - Developing business abilities in university students has become an indispensable task due to growing unemployment among university graduates in Nigeria. This task cannot be appropriately addressed without university lecturers adopting entrepreneurial training strategies to develop business abilities in university students. Entrepreneurial training strategies include among others: the activity-based and university-industry collaboration approaches. This study sought to determine entrepreneurial training strategies adopted by lecturers in developing business abilities in Nigeria students. Two research questions and two null hypotheses were formulated to guide the study. The investigation adopted a descriptive survey design and the South East geopolitical zone was the area of the study. The subjects were 500 lecturers purposively selected 300 from the federal and 200 from state universities. Data were collected using a researcher made and validated questionnaire with a reliability index of 0.79. Data were collected using 5 research assistants. Means and standard deviations were used to answer the research questions while t-test was used to test the null hypotheses. Results showed that lecturers do not substantially adopt activity-based and university-industry collaboration entrepreneurial training strategies in developing business abilities in the Nigerian university students. Based on the findings, the following recommendation was proffered among others that university lecturers should adopt activity-based and university-industry collaboration entrepreneurial training strategies in developing business abilities in Nigeria university students, to enable them function appropriately in any business environment.

**Keywords:** Entrepreneurial training strategies, business abilities, University-industry collaboration.

## I. INTRODUCTION

Education has remained a key factor in the development of human and material resources in every society. It provides the much needed manpower required for tapping and utilizing the resources of a society, and it is relied on as the bedrock and tool for nation building. It is a factor that determines the state of prosperity, sustenance of welfare and security of the people. The yearnings, needs, aspirations as well as the cultural heritage and environment of any society determine to a large extent the kind of knowledge and skills to be acquired (Amadi & King, 2018). In Nigeria, the University

is one major education level that has been empowered to produce graduates with relevant skills that will enhance the national and economic development in all ramifications. This enormous task on the university education gave rise to entrepreneurship education and training that are geared towards developing and equipping university students with relevant business abilities to enable them fit into the society and function appropriately towards national development in every sector of the economy.

To adequately implement this task and make university education functional, relevant and practical, the Federal Government of Nigeria through the National University Commission (NUC) made entrepreneurship education a compulsory course for all undergraduate students in Nigeria Universities. The aim of this policy is to awaken in the students the entrepreneurial spirit and mindset that will help to curb the increasing rate of graduate unemployment. Tulgan in Akpan and Etor (2013) stated that the primary purpose of entrepreneurial education is to develop in the learners entrepreneurial capacities and mindset. This will help graduates to recognize business opportunities, mobilize resources and exploit the opportunity for self-employment which will be beneficial for community and national development (Ekoh-Nweke & Izuagba, 2018). Presently, entrepreneurship education is being offered in all universities and other higher institutions as well as in secondary schools. The introduction of entrepreneurship education into the university curriculum is to develop in students business abilities that will enable them function well in the society.

Entrepreneurial training strategy refers to methods, procedures, techniques, and processes employed by lecturers in imparting and developing relevant and appropriate skills in students to equip them with business abilities (Alexandria, Brent & Alicia, 2014). Entrepreneurial training /education is simply defined as a systematic, conscious and goal-oriented process, through which non entrepreneur individuals who have the necessary potentials are creatively trained. In fact, it is an activity used to transfer knowledge and information required for entrepreneurship and leads to increase in

improvement, and development of non-entrepreneurs' attitudes, skills and abilities (Ekoh-Nweke, 2017). Moreover, it forms the students' beliefs and values for creating an entrepreneurship culture (Keramat, Ratimatallah & Jafar, 2015).

Entrepreneurial training should be considered as a creative process rather than a mechanical one. Therefore, teaching/training of such a process would be challenging and problematic and requires new and active teaching/training strategies. Oyelola (2013) suggested process-oriented teaching and problem-based teaching. While Arasti, Kiani and Imanipour (2012) suggested that group project, case study, individual projects, developing a new investment project, problem solving, guiding young entrepreneurs by supporting them in their projects, training in investment, group discussion, official speech, interviewing entrepreneurs, simulations and scientific visits as the most important strategies/methods of teaching entrepreneurship for developing business abilities.

Business abilities in a layman understand are the skills and competencies displayed by individuals or groups of individuals in executing business activities towards goal attainment. Business ability simply entails the realization of business lifecycle activities to manage and control business development and operations, satisfying the need for mission, markets, portfolio, talent, operations and business management (Marc, 2016). According to Marie (2002) successful entrepreneurs know what business is for them. They have the ability to market the business and implement financial goals. The author further outlined the strategies involved in running a business which is the roadmap needed to maintain a successful business: creativity, entrepreneurship, personal traits, business management and marketing.

Activity-based strategy is a technique adopted by a teacher to emphasize his/her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a student-centered approach. It is a method in which the student is actively involved mentally and physically. Activity-based strategy is simply learning by doing method. This method/strategy is imperative in successful learning since it is well proved that more of the senses are stimulated, the more a student learns and the longer he/she retains (Prem, 2012). In line with this, Pine in Prem (2012) stated that in an activity-based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs. Based on the foregoing, activity based strategy means any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression. Activity based strategy requires problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students not only learn the content of the lesson but also develop many other skills.

Activity based strategy is being utilized by lecturers especially in teaching and learning entrepreneurship because it is believed according to psychologist theory which views learners as active investigators of their environment. This theory is grounded in the premise that students innately strive to make sense out of the world around them. In their process of learning, they experience, memorize and understand. In this method, students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers also need to be actively involved in directing and guiding the students' analysis of the information (Ekoh, 2016). In line with the aforementioned, Inekwe (2002) agreed that activity based strategy is the method that enables students to learn with the same vigor that marks their natural activity. Similarly, David (2007) and Mari (2001) emphasized that activity based strategy introduces element of joy, team spirit, respect for each other's opinions and reduces the abstractness in science concepts, skills inclusive.

University-Industry collaboration strategy is where university or government institutions and industries have an understanding to collaborate in area of skill training to their students. According to Ana and Akintunde (2013) public-private-partnership in education is a relationship in which the public (government) and private resources are voluntarily put together mainly for achieving educational goals. They noted that since the university (government) alone cannot bear the burden of functional education in Nigeria, there is therefore, need for industries to be more actively involved especially in skill acquisition by university students. Similarly, Seppo and Lilles (2011) outlined four steps of University and industries collaborations; research support, cooperative research, knowledge transfer, and technology transfer. All these aforementioned are ways in which industries could assist the university towards achieving its educational goal especially in developing business abilities in their students.

On the other hand, Frank and Smith in Panarina (2015) categorized university and industry collaboration into four; consultative, contributory, operational and collaborative partnership. Collaborations between learning institutions and the surrounding community have been shown to improve teachers' teaching effectiveness and students' achievement consequently leading to effective curriculum implementation. In addition, studies show that industry involvement keeps down the costs of training (Kigwilu, Akala & Wambua, 2016). Many of today's societal environmental, development and business sustainability especially funding of skill acquisition programmes in tertiary institutions are so complex and interconnected that they can only be tackled by different sectors working together. The comings together of various sectors such as industries, bi-lateral business NGOS, Public private ventures for development among others will help to leverage their resources, stimulate innovation and maximize impact. However, effective collaboration between university

and industries with different approaches, missions, interests and cultures is difficult but not impossible (Udu, 2014).

University management should tap the energies and synergies as well as the resources of the industries as part of entrepreneurship training strategy especially in skills developments. An effective adoption of University-industry collaboration entrepreneurial training strategy will compel the industries to make their expertise, equipment and expandable material available for effective learning and development of business abilities in Nigeria University students. Okorie (2001) affirmed that as the industries participate/collaborate in the training of University students certain deficiencies that existed in the skill training of the students will be reduced if not completely eliminated. A functional entrepreneurship programme and training requires effective collaboration with relevant industries which the university graduates will serve. Although, some university programmes expose their students to Student Industrial Work Experience Scheme (SIWES) and Teaching Practice (TP) for education students precisely, however, it has been observed that they do not acquire adequate skills that will enable them function in the society. No wonder Odugbasan in Uwaneze (2016) lamented that the experience students acquired from these schemes are not adequate to their training needs. This indicates the need for universities to collaborate with industries or rather employ this training strategy for skill development, research assistance, and collaboration, entrepreneurial skills, business abilities, curriculum planning, infrastructural provision, scholarships, seminars and fields trips among others. Gbenedio (2012) observed that many academic programmes tend to exist in isolation, with few connections between learning institutions and industries even between those in the same geographical area, thinking that there is nothing to benefit from them.

### 1.1 Statement of the Problem

The present unemployment crises in Nigeria prompted the Federal government to incorporate entrepreneurship education as a sort of intervention programme into Nigeria's education system starting from secondary schools to tertiary institutions. This was aimed at redirecting the attention of students towards job creation by equipping them with entrepreneurial skills and business abilities to be self-reliant on graduation. To adequately equip students with business abilities Lecturers must as a matter of fact utilize appropriate entrepreneurial training strategy to enhance their professional practices and to actual develop in the students various business abilities. In line with this statement Okoye (2017) emphasized that teaching is made more meaningful and effective if lecturers/educators are skillful, knowledgeable and make appropriate use of teaching strategies during lesson delivery. However, the fact that many university graduates still lack relevant skills and business abilities for employment and or creation of jobs and business was lamented over by Odu (2010), who observed that there is a sharp rise of complaint among parents and industries that graduates of our tertiary

institutions are half-groomed, lacking manipulative skills and not employable and have their retraining on being employed. This itching situation therefore raises the question on how competent and effective lecturers adopt entrepreneurial training strategies in developing business abilities in Nigeria University students.

### 1.2 Purpose of the Study

The purpose of the study is to determine the entrepreneurial training strategies adopted by lectures in developing business abilities in Nigeria University students. Specifically, the study sought to:

1. Determine how activity-based entrepreneurial training strategies adopted by lecturers help to develop business abilities in Nigeria University students.
2. Determine how university-industries collaboration entrepreneurial training strategies adopted by lecturers help to develop business abilities in Nigeria University students.

### 1.3 Research Questions

The following research questions guided the study.

1. How do activity-based entrepreneurial training strategy adopted by lecturers help in developing business abilities in Nigeria university student?.
2. How do university-industry collaboration entrepreneurial training strategies adopted by lecturers help in developing business abilities in Nigeria University students?

### 1.4 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

Ho<sub>1</sub>: There is no significant difference in the opinions of lecturers in Federal and State universities on how activity-based entrepreneurial training strategies adopted by lecturers help in developing business abilities in Nigeria university students.

Ho<sub>2</sub>: There is no significant difference in the opinions of lecturers in the Federal and State universities on how university-industry collaboration entrepreneurial training strategies adopted by lecturers help in developing business abilities in Nigeria university students.

## II. METHODOLOGY

This descriptive study sought to determine the entrepreneurial training strategies adopted by lecturers in developing business skills and abilities in Nigeria university students. The subjects consisted of 500 lecturers from the 5 federal and 5 state owned universities in the south-east geopolitical zone of Nigeria. From the federal and state universities, 300 and 200 subjects were proportionately drawn

respectively from programmes and departments that run entrepreneurial programmes and business education courses.

### 2.1 Instrument

The instrument for data collection was a 28 item questionnaire, 14 of which targeted each of the two research questions. The first 7 items of the first part of the questionnaire sought to obtain data on the activity-based entrepreneurial training strategies adopted by lecturers in assisting students develop business abilities while the next 7 items sought to determine how the strategies assisted students in developing the business competencies.

Items 1-14 of the second part of the questionnaire focused on data related to research question 2. Whereas items 1-5 were on the university-industry collaboration (U-I-C) strategies, adopted by lecturers to facilitate skills development in student, item 6-14 sought to establish the benefits of the university industry-collaboration strategy for skills development.

The questionnaire was structured to be responded to along a 4-point scale of strongly agree, agree, disagree, strongly disagree. Three experts in business education, measurement and evaluation and curriculum development validated the instrument. The reliability of the instrument was established using the Pearson's Product Moment Correlation Coefficient after two separate administrations on an equivalent set of subjects not used for the study. This yielded an index of 0.79 which value we considered high enough for our purpose.

Five research assistants (post-graduate students) were given orientation on modalities and procedures for locating the 500 respondents, administering copies of the questionnaire and retrieving them from the ten universities. All the 500 copies were retrieved dully completed and used for analysis of data. Means and standard deviations were used to analyze data related to the research questions. The decision rule was based on principle of real limits of the means. Thus Strongly Agree (SA) = 3.50-4.00; agree (A)= 2.50-3.49; Disagree (D) = 1.50-2.49; Strongly Disagree (SD) = 1.00 – 1.49. The criterion mean was 2.50. Hence mean scores of 2.50 and above were considered accepted = (Agree), while mean scores below 2.50 were not accepted, = (Disagree) the t-test was used to analyze the data related to the hypotheses at 0.05 level of significance and appropriate degrees of freedom.

## III. RESULTS

### 3.1 Research Question 1:

How does activity based entrepreneurial training strategy, adopted by lectures help in developing business abilities in Nigeria university students?

Table 1: Activity-Based Entrepreneurial Training Strategies (ABETS) Strategies Adopted by lecturers and how they support skills development

S/No	Lecturers adopt the following Activity Based Strategies:	Mean	SD	Remark
1.	Problem based/problem solving teaching	2.46	0.87	Disagree
2.	Process-oriented teaching for skills acquisition	2.38	0.94	Disagree
3.	Stimulations and scientific visits.	2.00	0.69	Disagree
4.	Case-studies and interviewing entrepreneurs	2.26	0.66	Disagree
5.	Individual and group projects approach.	2.29	0.88	Disagree
6.	Developing new/unique investment projects.	2.19	0.74	Disagree
7.	Official speech and group discussion	2.16	0.88	Disagree
<b>How ABETS supports skills development in students</b>				
8.	They promote excellence, team spirit, joy and respect among students	2.00	0.69	Disagree
9.	They make students active participants and favour intrinsic motivation	2.19	0.74	Disagree
10.	They facilitate students' analysis of information on various skills	2.26	0.66	Disagree
11.	They cultivate confidence, and versatility in students' skill manipulation.	2.38	0.75	Disagree
12.	They enhance retention of learned skills and knowledge.	2.22	0.87	Disagree
13.	They improve students' attitude towards skills development	2.25	0.85	Disagree
14.	They promote active learning of a variety of skills.	2.35	0.65	Disagree

Data in table 1 reveals that the mean responses in all the items (1-14) are below the mean bench mark of 2.49 this indicates that respondents disagree in all the statements on how activity based entrepreneurial training strategies adopted by lecturers help in developing business abilities in Nigeria university students.

Items 1-7 refer to the activity-based strategies supposed to be used by lecturers in cultivating the business skills in the students From the computed means and standard deviation scores, we are left with the obvious conclusion that very little or nothing significant is being done in practical terms. Much of the lecturers' teaching style is verbalization, chalk and talk, lecture or expository approach. None of the items recorded a mean of 2.50, hence we conclude that serious activity-based strategies are not being adopted satisfactorily.

It is not surprising that the means for items 8-14 are equally below 2.50. This observation suggests that since the activity based strategies are not being implemented we cannot expect any significant impact or support for the development of skills in the students.

It is therefore easy to understand why our graduates are not employable to a very large extent. When they are not equipped with entrepreneurial skills, how can we expect them to be employable especially in jobs that require the demonstration of practical skills? Much of our students' orientation is in favour of white-collar jobs. As a result they



hardly take activity-based teaching seriously. The lecturers, on their part, do not appear to take serious steps towards demonstrating the activity-based teaching. They seem to be more conversant with teaching the content or subject matter

that can easily be examined or evaluated using paper-and-pencil test.

### 3.2 Hypothesis 1

Table 2: t-test analysis on the responses of lecturers in federal and state Universities on activity-based entrepreneurial training strategy adopted by lecturers in developing business abilities in Nigeria University students

Status	N	X	SD	DF	t-cal	P-value	Decision
Federal	300	10.67	0.35	488 -	4.11	0.83	N.S
State	200	9.89	0.28				

**Table 2** shows a t-calculated value of – 4.11 and significant P-value of 0.83- since the P-value of 0.83 is greater than 0.05 level of significance, the null hypothesis of no significant; difference is accepted.

Therefore, there is no significant difference between the mean responses of lecturers in federal and state universities on activity-based entrepreneurial training strategy adopted by lecturers help in developing business abilities in Nigeria university students.

The finding implies that in both federal and state owned universities, lecturers are not doing enough to integrate practical instructional experiences in the teaching-learning process. As a result, the instructional tasks have failed to facilitate the acquisition of skills in the student.

### 3.3 Research Question 2:

How do university-industry collaboration entrepreneurial training strategy adopted by lecturers help in developing business abilities in Nigeria University students.

Table 3: Mean and standard deviation on how university-industry collaboration entrepreneurial training strategy adopted by lecturers help in developing business abilities in Nigeria University student.

S/No	University- Industry Collaboration (U-IC) entrepreneurial training strategy	Mean	SD	Remark
1.	Universities engage industries in training their staff and students on business skills.	2.19	0.73	Disagree
2.	Universities and industries pool their resources together for achieving educational goals.	2.25	0.65	Disagree
3.	Universities involve industries to train staff and students on conduct in the work place	2.26	0.88	Disagree
4.	Industries assist universities in cooperative research, knowledge and technology transfer.	2.16	0.86	Disagree
5.	Universities collaborate with industries in consultative, contributory, and operational partnership.	2.34	0.94	Disagree
<b>Benefits of University-Industry Collaboration (U-I-C) for skills development</b>				
6.	U-I-C improves skills acquisition in students.	2.29	0.66	Disagree

7.	U-I-C helps teachers in effective curriculum implementation.	2.00	0.94	Disagree
8.	U-I-C helps in developing procurement, production, packaging, branding, and marketing skills .	2.19	0.75	Disagree
9.	U-I-C helps in funding skill acquisition programmes for the university in equipment maintenance, safety practices, etc industry'			
10.	U-I-C helps in leveraging industry's resources, stimulating innovation and maximizing impact on student's capacity.	2.15	0.88	Disagree
11.	U-I-C enables students to acquire hand-on-skills knowledge and appropriate sound attitude to work.	2.23	0.75	Disagree
12.	U-I-C provides human resources, functional facilities and raw materials for practical training.	2.18	0.69	Disagree
13.	U-I-C reduces deficiencies in the skill training of the students.	2.00	0.78	Disagree
14.	U-I-C compels industries to offer their expertise, equipment etc to develop students' business abilities.	2.12	0.85	Disagree

Data in table 3 reveals that the mean responses of respondents in all the items (15-28) are below bench mark of 2.50. This indicate that respondents disagree in all the item statements on how university-industry collaboration entrepreneurial strategies adopted by lectures help in developing business abilities in Nigeria university students.

The findings from items 1-5 indicate that there is very little university – industry – collaboration with regard to the specific areas of training in business skills; pooled resources for achieving educational goals; training in conduct in the work place; research support and knowledge transfer; and collaborative partnership. In the absence of a robust collaboration between university and industry as the responses indicate, it is obvious that the desired impact or benefits for skills development cannot be realized as is reflected in the means recorded from items 6-14. As observed, none of the means was up to 2.50 which is the criterion value.

From the above scenario, we can easily appreciate why the nation continues to suffer from youth unemployment since no very serious efforts are made in the tertiary institutions to

equip the youth-in-training with industrial work skills and experiences.

### 3.4 Hypothesis 2:

Table 4: t-test analysis on the responses of lecturers in federal and state universities on university industry collaboration entrepreneurial training strategy adopted by lecturers in developing business abilities in Nigeria university students

Status	N	$\bar{X}$	SD	DF	t-Cal	P-value	Decision
Federal	300	8.14	1.66	488	-3.44	1.36	N.S
State	200	7.68	1.24				

Table 4 reveals a t-calculated value of -3.44 and significant p-value of 1.36. Since the p-value of 1.36 is greater than 0.05 level of significance, the null hypothesis of no significant is accepted. Therefore, there is no significant difference between the mean responses of lecturers in federal and state universities on university-industry collaboration entrepreneurial training strategies adopted by lecturers in developing business abilities in Nigeria university students.

The federal and state university lecturers did not differ in their opinions about the impact of university-industry-collaboration. Their opinions were expectedly both negative since there is hardly a meaningful intellectual cooperation between the two, as we saw from the mean scores in table 3. This explains why industries subject newly employed graduates to intensive training and retraining before they are considered fit to function in various sections of the industries.

## IV. DISCUSSION

The result in Table 1 shows that activity based entrepreneurial training strategies are not satisfactorily adopted by lecturers for developing business abilities in students. The respondents disagree that lecturers adopt activity-based training, process oriented teaching, simulation and scientific visits, case studies and interviewing entrepreneurs, among others. These findings do not disagree with Lowenstein's conclusions (2002) which maintained that activity-based strategy when properly used makes students active participants, aids retention of materials learnt, builds confidence, helps students maximize their potentials and favours intrinsic motivation. The findings are also in consonance with Inekwe's (2002) which stated that the activity-based strategy when used by lecturers is the method that enables students to learn with the same vigor that marks their natural activity. In our present study, the activity based methods were not used, and so the expected results were not realized.

The result in relation to the null hypothesis one showed that there is no significant difference on the opinions of lecturers in Nigerian federal and state universities on activity-based entrepreneurial training strategy adopted lecturers in developing business abilities in Nigeria university students. This depicts that institutional status has no influence on the identified activity-based entrepreneurial training strategy adopted by lecturers in developing business abilities. The findings agreed with Prem (2012) which stated that activity-

based strategy is imperative in successful learning since it is well proved that the more students' senses are stimulated, the more a student learns and the longer he/she retains. This implies that successful learning takes place both in federal and state universities, learning is learning everywhere, provided that the appropriate methods and strategies are adopted.

The analysis of data for research question two showed that university-industry-collaboration entrepreneurial training strategies in developing business abilities in Nigerian University students are not properly adopted by the lecturers. These university-industry collaboration strategies include; universities engaging industries in training their staff and students in area of business skills, universities and industries voluntarily putting their resources together for achieving educational goals and many more which the respondents disagreed that lecturers do not adopt. This finding is indirectly in agreement with Okorie's (2001) which affirmed that as the industries participate/collaborate in the training of university student certain deficiencies that existed in the skills training of the students will be reduced if not completely eliminated. The findings further indirectly agreed with Aina and Akintunde's (2013) which affirmed that public-private partnership in education is a relationship in which the public (government) and private resources are voluntarily put together mainly for achieving educational goals. In the present study, the university-industry-collaboration did not exist as it should, and so we have the result as it is. The present researchers however, agree with Zander in Ani and Osakpa (2016) which opined that the willingness of members of a group to participate in their groups' activities is determined by the strength of their motivation, the weight of the motive or desire, incentives or objectives and perceived possibility that the incentives and objectives can be achieved.

The finding of the study on hypothesis two indicated that there is no significant difference in the opinion of lecturers in federal and state universities on university-industry-collaboration entrepreneurial strategy adopted by lecturers in developing business abilities in Nigeria university students. This implies that an institution's status has no influence on the university-industry-collaboration strategy. These findings agreed with Udu's (2014) which emphasized that today's societal environmental, development and business sustainability especially funding of skill acquisition programmes in tertiary institutions are so complex and inter-

connected that they can only be tackled by different sectors working together. He further stated that this coming together of various sectors such as industries, bi-lateral business NGOs, public private ventures for development among others will help to leverage their resources, stimulate innovation and maximize impact.

## V. CONCLUSION

Based on the findings of this study, it was concluded that's activity-based and university-industry-collaboration entrepreneurial training strategies for developing business abilities in Nigeria university students are not adopted by the lecturers in our universities, despite their usefulness in teaching and learning of business abilities. This has caused our university students not to acquire relevant business skills or abilities that will enable them fit into the society and function as entrepreneurs or job creators; rather it has made them to roam the streets in search of non-existent white collar jobs.

### 5.1 Recommendations

Based on the findings of this study, the following recommendations were proffered:

1. University lecturers should adopt activity-based and university-industry collaboration entrepreneurial training strategies in developing business abilities in Nigeria university students, to enable them function appropriately in any business environment.
2. University managements should partner/collaborate with the private sector, bi-lateral business NGOs, industries and private ventures for skills training of their students, to enable them acquire the relevant business abilities that may be required by these industries, and establishments.
3. Industries should collaborate with universities to help them leverage their resources, stimulate innovation and maximize impact.

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