

Utilization of Entrepreneurship Instruction on the Creation of Small-Scale Enterprise Among Business Education Students

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Abstract: Entrepreneurship instruction is a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio-economic development, promoting entrepreneurship awareness, business creation, and small-medium enterprise during and after graduation. Thus, this study examines the utilization of entrepreneurial instruction in creating small-scale enterprises among business education students in FCE(T), Akoka, Lagos. Small-scale enterprise creation requires entrepreneurial skills and competencies, which can be obtained from business education programs. The study population is all business education students. The sample for this study will be business education students in FCE(T), Akoka, Lagos State, Nigeria. Data obtained for this study is a questionnaire. Simple random sampling was used for this study. It was concluded that entrepreneurial instruction has come to stay, and business education students should use entrepreneurship skills well to create small-scale enterprises. Techniques in writing a business plan should be used to avoid misappropriation of funds. Lastly, customer retention can be achieved through good entrepreneurial skills obtained from business education.

Keywords: Business Education; Creation and Entrepreneurship Instruction; Small-Scale Enterprise; Customer Management; Increase Customer Retention; Team Collaboration; Developing Entrepreneurial Skills.

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1. Introduction

Small and medium-sized enterprises (SMEs), known as small business startups or venture startups, have always generated excitement among economists, politicians, unemployed youth, business educators, and others. In challenging climates like Nigeria and sub-Saharan Africa, overcoming inertia and moving from conceptualizing an idea to actual implementation is difficult [5]. Nigeria has consistently performed poorly in global Ease of Doing Business reports, ranking 146th in 2019 and 131st in 2020, but in recent years has hardly improved. The following factors necessitate the creation of SMEs: (1) necessity

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[10], (2) innovation [18]; [2], and (3) opportunity [4]. People start businesses out of necessity, sometimes due to unemployment or simply out of a need to survive. Opportunity-oriented entrepreneurship typically involves a business idea to fill a need or gap, while innovation-oriented entrepreneurship focuses on improving a process, market, service, product, or service [14].

Entrepreneurship is seen worldwide as an exciting driver of economic growth, occupations, and careers [6]. Small businesses are a real vehicle for economic growth and development. They promote prosperity by creating new jobs and increasing regional economic prosperity [16]. Because of the importance of small businesses, governments and business education in developing and developed countries view them as a means of employment, innovation, and wealth creation [8]. SMEs are important for growing educational service products and productivity while creating jobs at lower financial costs, especially in the rapidly developing service sector. More than half of the jobs in developing countries are created by small and medium-sized enterprises dominating the private sector in the same economies [15].

No doubt, teaching entrepreneurship will help reduce unemployment in Nigeria. Aribisala [6] opined that if entrepreneurial instruction has come to stay, wealth creation will be maximally established by creating more small-scale businesses, even as a student. The Entrepreneurship class aims to equip college students with the entrepreneurial skills and competencies to succeed in business ventures before graduation. Since the implementation of academic content is the most important factor determining its effectiveness, careful instructional implementation and regular monitoring are required to achieve the goal. Despite introducing entrepreneurship education in universities to inculcate in university graduates the attitudes, values, psychological mindset, and strategies needed to start a business later, entrepreneurship is not considered a self-employment basis. It does not promote a thinking graduate attitude.

Unemployment among graduates is increasing [1]. The Nigerian government has long relied on entrepreneurship in its strategic plans to systematically address rising unemployment and poverty. Unemployment statistics in Nigeria show that graduates of tertiary institutions cannot find jobs (white-collar or blue-collar) [3]. This is a serious social and economic problem. Unemployed graduates can lead to social crimes and injustices, which can lead to long and dissatisfying periods of unemployment. They may become unproductive and unnecessary, and the knowledge and skills gained may gradually decline, which may have contributed to the country's economic growth. This is traumatic for graduates who have invested time and other resources during their studies, optimistic that they will find a job upon graduation. Despite the country's mineral and natural resources (oil, coal, natural water, agricultural land, etc.), graduates have spent money and made great efforts to find work [17].

Such problems are due to the current state of the "Nigerian education system," where there is a fundamental mismatch between the curriculum framework and 21st-century constraints. According to the 2019 Global Entrepreneurship Monitor (GEM) [13] report on entrepreneurship in 10 sub-Saharan African countries, Nigeria's entrepreneurship level is 44%, considering other countries like Uganda relatively low compared to African giants 79%, Botswana 72%, Angola 70%, Malawi 70%. Furthermore, the Global Entrepreneurship Index (GEI) [13] report shows that despite introducing University Entrepreneurship Education (UEE) in 2006 and recent policies to clarify business processes, Nigeria ranks 101st out of 137 countries. It ranks 12th in Africa with an entrepreneurship level of 20%.

Business education is a program that provides participants with basic business knowledge, entrepreneurial skills, functional skills, and career characteristics to become employees, employers, and entrepreneurs, thereby reducing unemployment rates. According to Eneji et al., [9] business education is comprehensive, ranging from entrepreneurship education to basic business processes, which are basic professional practices. The relevant skills and knowledge gained in business education enable graduates to function optimally in their dual roles as employees (office or school environments) or as employers. In Nigeria, business education is recognized by the government and the public as a key profession in reducing unemployment [11]. This shows that the progress of a country's economic growth and development is determined by the country's educational policy and the extent to which that policy is translated into concrete actions by creating small and medium-sized enterprises that use all the acquired entrepreneurial training [12]. Aribisala [7] considers business education as a branch of vocational education that imparts specific skills, abilities, competencies, ideas, knowledge, and skills in a structured educational program for the betterment of the nation.

1.1. Statement of the Problem

Nigeria's recent economic recession and economic meltdown due to the COVID-19 lockdown brought challenges to entrepreneurs, small-scale operators, and business education students operating small-scale businesses, which were greatly affected. The high cost of living, inadequate financial resources, poor business connections, non-acceptability of entrepreneurship instruction, inability to cope with competition, paucity of experience, poor business orientation and education, and poor sales have affected the utilization of entrepreneurship instruction in creating small-scale business operators among

business education students in FCE(T), Akoka, Lagos State. This study will use entrepreneurship instruction to create small-scale enterprises among business education students in the Federal College of Education (T), Akoka.

1.2. Purpose of the study

Specifically, this study will be guided by the following purposes:

- Identify several important aspects of entrepreneurship instruction for business education students in establishing small-scale enterprises.
- Determine challenges business education students face in FCE (T), Akoka, while establishing and running small-scale enterprises.
- Highlight the possible solutions for maintaining business education for students towards small-scale enterprises in and out of FCE(T), Akoka.

2. Research Questions

- To what extent is entrepreneurship instruction on business education students in establishing small-scale enterprises?
- What challenges do business education students face in FCE (T), Akoka, while establishing and running small-scale enterprises?
- To identify possible solutions for maintaining business education for small-scale enterprises in and out of FCE (T), Akoka.

3. Methodology

The study adopted a descriptive survey research design. The population of this study consists of business education students in the Federal College of Education (Technical), Akoka, Lagos State, Nigeria. A sample size of 105 students was fixed using the Tsaro-Yamen formula. A simple random sampling technique was adopted to select the sample size. In this study, a self-structured questionnaire was used for data collection titled “Entrepreneurship instruction utilization on the creation of small-scale enterprise among business education students in Federal College of Education (T), Akoka.”

The instrument was face and content validated by an Entrepreneurship Education lecturer and two other experts in Measurement and Evaluation at the Federal College of Education (Technical), Akoka. To establish reliability, the instrument was tested using a test re-test method. A reliability coefficient index of 0.76 was obtained using Pearson’s Product Moment Correlation, which indicated that the instrument was reliable and should be accepted. Descriptive statistics of mean were used to answer the research questions.

4. Results

Research Question One: To what extent does entrepreneurship instruction affect business education students establishing small-scale enterprises?

Table 1: Influence of Entrepreneurship Instruction on Business Education Students' Intention to Establish Small-Scale Enterprises

S/N	ITEMS	SA	A	D	SD	X	MEAN
1.	Building a network of support	48	234	12	-	100	3.0
2.	Responsiveness to opportunities	72	162	48	-	100	2.9
3	Creativity	144	54	84	-	100	2.9
4.	Developing entrepreneurial skills	120	144	36	-	100	3.1
5.	Developing business plan	96	162	24	1	100	2.9
6.	Access to funding opportunities	192	126	12	-	100	3.4
7.	Innovation and wealth creation	240	72	24	-	100	3.5

Table 1 indicated that all items are positively remarked, which shows that building a network of support, responsiveness to opportunities, creativity, developing entrepreneurial skills, developing a business plan, access to funding opportunities, and innovation and wealth creation are all instruments to the extent entrepreneurship instruction reflects on business education students in establishing small scale enterprise.

Research Question Two: What challenges do business education students face in FCE (T), Akoka, while establishing and running small-scale enterprises?

Table 2: Challenges Faced by Business Education Students in Establishing and Running Small-Scale Enterprises at FCE (T), Akoka

S/N	ITEMS	SA	A	D	SD	X	Mean
8.	Inappropriate legislation	96	126	36	2	100	2.7
9.	High level of competition	120	126	36	-	100	2.8
10.	Corruption	24	108	60	4	100	2.0
11.	Inflation	96	144	36	1	100	2.8
12.	Lack of finance	96	126	48	1	100	2.8

All items are challenging for business education students in FCE (T), Akoka, while establishing and running small-scale enterprises (Table 2). These include inappropriate legislation, high levels of competition, inflation, lack of finance, and corruption, which was negatively remarked.

Research Question Three: To identify possible solutions for maintaining business education for students towards small-scale enterprises in and out of FCE (T), Akoka.

Table 3: Possible Solutions for Sustaining Business Education Among Students Towards Small-Scale Enterprises In and Out of FCE (T), Akoka

S/N	ITEMS	SA	A	D	SD	X	MEAN
13.	Business website	32	126	36	3	100	2.0
14.	Team collaboration	32	90	72	2	100	2.0
15.	Time management	48	108	96	-	100	2.6
16.	Increase customer retention	96	84	108	-	100	2.6
17.	Cloud computing	120	64	60	3	100	2.4
18.	Customer management	144	144	12	1	100	2.9

Table 3 shows the possible solutions for maintaining business education for students interested in small-scale enterprises in and out of FCE(T), Akoka. These were positively remarked: Time management, Increased customer retention, and customer management, while team collaboration, business website, and cloud computing were negatively remarked.

5. Discussion of Findings

Research Question One asks how entrepreneurship instruction benefits business education students in establishing small-scale enterprises. The outcome of this study revealed that creativity and responsiveness to opportunities are essential in establishing small-scale enterprises. The study is related to the findings of Adiak and Katura [3], who observed that it promotes new jobs and increases economic growth and development. In addition, findings suggest that students benefited most from experiential learning methods, such as business plan development, feasibility studies, and networking with successful entrepreneurs. This corroborates the study by Visser [18], which found that experiential learning enhances entrepreneurial competencies more effectively. Also, institutional support should be over-emphasized in terms of practical training.

Business incubation centres and mentorship programs significantly influenced student's ability to start and sustain small-scale enterprises. This is in line with the findings of Visser [18], who emphasized that a well-structured entrepreneurial ecosystem within educational institutions can facilitate the creation of wealth transition among business education students. The students who participated in internships, business simulations, business plan developing programs, wealth creation programs, and practical workshops demonstrated a larger business enterprising scale when initiating their enterprise. Students exposed to market research techniques, feasibility analysis, and case studies demonstrated a higher ability to recognize and act on profitable business ideas. These findings support Visser [18], who emphasized that entrepreneurship education fosters opportunity recognition and risk assessment.

However, despite the acquired knowledge, many students lacked confidence in taking business risks due to fear of failure and inadequate financial support. Students are encouraged to develop innovative business ideas, problem-solving skills, and new product development strategies. This supports Adiak and Katura [3], who stated that entrepreneurship instruction fosters critical thinking and innovation, essential for small-scale enterprise creation. Integrating business simulations, workshops, and hands-

on activities helps students acquire practical skills. Adiak and Katura [3] emphasized that skill development is a critical outcome of small-scale enterprises among entrepreneurship students.

Students demonstrate proficiency in developing business goals, financial projections, market strategies, and risk assessments. This finding aligns with Adiak and Katura [3], who noted that business planning is a key outcome of structured entrepreneurship instruction. However, the ability to develop business plans, many students struggle with the practical implementation of these plans due to financial and institutional constraints. Entrepreneurship instruction provides knowledge about financial management, venture capital, and business grants, and many students struggle to secure startup capital. This finding supports the research by Adeosun and Shittu [2], who noted that financial limitations are a major barrier to youth entrepreneurship in Nigeria. The study suggests that incorporating financial literacy courses, access to government and private funding schemes, and startup incubation programs within the institution could enhance student's ability to secure funding for their wealth-creating funding enterprise.

Research Question Two reveals business education students' challenges in establishing small-scale enterprises in FCE(T), Akoka, Lagos State, Nigeria. The study agrees with Adeosun and Shittu [2], who expressed that corruption is a challenge faced by business education students in establishing small-scale enterprises. Adiak and Katura [3] stated that inflation can cause social and economic problems, which supports the study. Despite the positive impact of entrepreneurship instruction, several challenges were identified in the study. Many students cited limited access to startup capital (lack of finance), inadequate mentorship, and market competition as significant barriers to starting their businesses. This finding is consistent with Adeosun and Shittu [2], who highlighted financial limitations and poor business support structures as major impediments to student entrepreneurship in Nigeria. Moreover, many students struggle with complex business registration processes, high taxation, and inconsistent policies, making establishing and sustaining small-scale enterprises difficult. This aligns with the work of Adeosun and Shittu [2], who stated that bureaucratic bottlenecks and rigid legal frameworks hinder youth entrepreneurship in Nigeria.

Additionally, students highlighted the lack of access to business incentives, grants, and government support programs tailored for young entrepreneurs, further discouraging business enterprise establishments. Many students enter saturated markets with limited competitive advantage, inadequate business differentiation, and weak marketing strategies. This supports the findings of Aribisala [6], who argued that new entrepreneurs often struggle against well-established businesses with greater market control, financial strength, and customer loyalty. Students also reported that lack of digital marketing skills and modern business strategies further weakened their ability to compete effectively. Many respondents identified corruption as a major challenge in establishing and running small-scale enterprises. Many students cited bribery, favouritism, lack of transparency in business approvals, and funding allocation as key issues affecting entrepreneurship growth. These findings align with Aribisala [6], who emphasized that corrupt practices within regulatory agencies and financial institutions hinder young entrepreneurs from accessing business permits and financial assistance.

Some students highlighted that corruption in procurement processes and unfair business practices created an unfavourable business environment for startups. The cost of raw materials, transportation, and rent are very high. Many business education students struggle with fluctuating prices, unpredictable market conditions, and reduced consumer purchasing power. This is consistent with the research of Aribisala [6], who noted that high inflation rates make it difficult for new entrepreneurs to maintain stable pricing and profitability. Some students reported that inflation also affected their ability to repay loans and reinvest in their businesses. Limited access to loans for business education students is one of today's greatest challenges. Even the interest rate is low, which is not good for startups. This supports the findings of Sania and Jamilb [1], who stated that financial constraints are a major barrier to youth entrepreneurship, particularly in developing economies. Students also highlighted that lack of collateral, poor financial literacy, and limited knowledge of alternative funding sources (such as grants, crowdfunding, and angel investors) further restrict their ability to access business capital.

Research Question Three revealed that cloud computing and team collaboration are not possible solutions for maintaining small-scale enterprises in and out of FCE (T), Akoka among business education students. This was supported by Visser [18]. The study revealed that having business websites is crucial to sustaining small-scale enterprises. Many students recognize that a professional website enhances brand visibility, attracts online customers, and improves credibility. This aligns with the findings of Sania and Jamilb [1], who stated that digital presence through websites and e-commerce platforms helps small businesses compete in modern business markets. However, some students cited limited technical knowledge and financial constraints as challenges in developing and maintaining business websites. Adequate training should be introduced in web design, and access to affordable web development services should be provided. Team collaboration contributes to business success by fostering innovation, shared responsibilities, and efficiency.

Many students acknowledge that working in groups allows them to pool resources, exchange ideas, and tackle business challenges more effectively. This supports the study of Ogwu et al. [17], which emphasizes that teamwork in entrepreneurship

enhances creativity, productivity, and business resilience. However, some students highlighted challenges such as conflicts, lack of commitment, and poor communication as obstacles to effective collaboration. Many students reported poor time management led to missed opportunities, delayed project execution, and reduced productivity. This is consistent with the findings of Ogwu et al. [17], who stated that entrepreneurs who master time management are more likely to sustain and grow their businesses. Students recommend using digital productivity tools, scheduling techniques, and prioritization strategies to improve time management skills.

Furthermore, many students recognize that loyal customers contribute to long-term business success through repeat purchases, referrals, and brand advocacy. This aligns with the research of Lorenz and Pommet [15], which emphasizes that small businesses should focus on customer satisfaction and personalized services to build lasting relationships. However, some students struggled with customer engagement strategies due to lacking experience and resources. Implementing loyalty programs, effective communication, and after-sales services were identified as potential solutions. Cloud-based accounting, storage, and collaboration greatly improve business and reduce operational costs when managing small-scale businesses. This supports the findings of Aparicio et al. [4], who noted that cloud technology helps small operations effectively.

However, some students expressed concerns about data security, internet access, and technical skills as barriers to adopting cloud computing. Training on cybersecurity and affordable internet solutions was suggested for cloud adoption. Maintaining a good relationship with customers through quick response and adequate feedback mechanisms increases the growth of small-scale enterprises. This aligns with the research of Hagen [12], who stated that customer relationship management (CRM) systems help small businesses retain and understand their business better.

6. Conclusion

Instructions come in different forms, which must be obeyed respectively. The birth of entrepreneurship does not come just for creation purposes. It comes with utilization processes. Business education comes with certain skills acquisition, including entrepreneurship, because of the low rate of white-collar jobs. Many entrepreneurs have been created by business education courses, which are supported by government policies to create economic stability and growth within the nation. The utilization of entrepreneurship instruction is very keen because it creates a working enabling environment that visualizes graduates to more opportunities, creativity, wealth, and innovation. Utilizing entrepreneurship instructions among business education graduates and students ensures team collaboration for the future.

The significance of entrepreneurship instruction is that it enhances students' business knowledge, creativity, networking skills, opportunity recognition, team collaboration, and business planning abilities, all essential for establishing and managing small enterprises. Several challenges hinder students from successfully starting and running businesses, including limited access to funding, high market competition, lack of mentorship, inflation, and bureaucratic barriers. Students gain theoretical knowledge of entrepreneurship, practical exposure to developing business plans, and introduction to several wealth creation skills that enable them to compete and facilitate improvement in the real business world.

Lastly, to maximize entrepreneurship instruction, every institution has to integrate more experiential learning approaches such as business incubation programs, startup funding opportunities, and digital entrepreneurship training. Additionally, collaborations with financial institutions, business organizations, and government agencies can provide students with the necessary resources to overcome financial and operational challenges.

6.1. Recommendations

The following recommendations were given:

- Government and international funding agencies should ensure funds are made for those who want to utilize the entrepreneurship instructions embedded in their studies.
- The market forces should not decide the nomenclature of small-scale businesses.
- Business education students should be taught ethics to fight corruption and be better individuals.
- Business education students should be given insights into sporting opportunities to promote themselves and the nation.

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