ENTREPRENEURIAL SKILLS ACQUISITION OF BUSINESS EDUCATION STUDENTS AND THE ATTAINMENT OF SUSTAINABLE DEVELOPMENT IN CROSS RIVER STATE

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Abstract
The purpose of this study was to investigate the relationship between entrepreneurial skills acquisition of business education students and the attainment of sustainable development in Cross River State. To achieve the purpose of the study, three research questions were raised and three null hypotheses were formulated to give direction to the study. This research study adopted the descriptive survey design because data generated came from peoples' opinion as expressed on the researcher-made instrument designed for data collection. The study was carried out in Cross River University of Technology, Calabar, Cross River State of Nigeria. The population of the study consisted of eight hundred and eighty-two (882) business education students while the target population consists of 167 final year students – 71 males and 96 females. The target population was also used as the sample for the study, thus adopting the census sampling technique. The instrument for data collection was a structured and validated questionnaire developed by the researcher and validated by a research expert and a business educator. The completed copies of the questionnaire that were returned were 150. Data collected from the respondents were analyzed using descriptive and inferential statistical tools. It was found out that acquisition of all the entrepreneurial skills could lead the students of Business Education to the attainment of sustainable development goals. It was recommended amongst others that the curriculum should be reviewed to include courses and topics that will help business education students acquire these innovative skills.

Key words: Entrepreneurial skills, Business Education, Sustainable Development Goals

Introduction

The idea of encouraging advancement in entrepreneurship and entrepreneurial activities has emerged as a key objective for many governments in light of the current economic issues affecting many nations throughout the world. The importance of entrepreneurship to economic growth has been emphasized, and it is now widely acknowledged that training and educational opportunities are crucial for encouraging aspiring entrepreneurs as well as for enhancing the skills of established business owners to expand their operations and achieve greater accomplishments. A person who takes on the risk of starting and running a business is an entrepreneur. According to Mbanefo and Eboka (2022) an entrepreneur is one who studies his or her environment for possible problems faced by the people in that environment so as to proffer solutions to those problems by way of providing them with goods and services and thereby profiting from the venture.

Entrepreneurship is therefore the process of discovering new strategies of combining resources of an organization for effectiveness and efficiency. Gaddefors and Anderson (2017) stated simply that it deals with creation or extraction of value. In recent time, entrepreneurship has become a powerful tool needed for creation of jobs and improving the economic power of the labour market as well as the entire economy. Entrepreneurship is the ability of an individual to put into action those innovative and problem-solving ideas acquired through learning or critical thinking. It involves promoting the initiative to use creative and innovative ideas, and risk-taking spirits in individual to achieve set objectives or goals. A well-established entrepreneurial process has led to the economic turnaround of many developed nations today. In

recent years, entrepreneurship has spurred up several interests in world class business ventures as well as small and medium scale enterprises as a driver of economic development (Agu, Ugwu & Nkoli, 2021).

Though, there are many entrepreneurship skills which must be possessed by a person to venture into entrepreneurship businesses such as technical, financial and management skills, there are still lots of 21st century skills which will encourage successful entrepreneurship business startups such as digital skill, innovative skill, and critical thinking skill. Innovative entrepreneurial skills are those skills that promote ground-breaking ideas that are transformed into real life situation to achieve intended goal. It is believed that innovative skills enable one to be proactive instead of reactive and which means that it is very important in today's' business environment (Amini & Ikibo, 2019).

Innovativeness in business is the capacity of the entrepreneur to use or introduce novel concepts or methods in the business process. Innovative thinking entails using your imagination to alter tools or variables, create models, identify potential outcomes, and create previously unimagined objects and images. When anything new is introduced with the intention of increasing quality, or quantity, or production, or procedures and also affect existing regulations and practices, then innovation has said to have occurred. Innovative learning environments, according to Mbanefo and Chiaha (2014), emphasize the promotion and use of new knowledge acquisition modes, the adoption of problem-solving techniques, the integration of knowledge from various sources, the use of self-directed learning, and the extension of knowledge through elaborate creative expression. According to Edokpolor and Muritala (2017), innovative skills allow a student to use creative ideas in order to meet sustainable development goals of no poverty and zero hunger.

In today's world, the impact of digitalization cannot be overemphasized. Okeke (2021) stated that ICT skills make information processing, management and dissemination more effective and efficient and so, very essential since it will enrich the business education students with the technological awareness needed in entrepreneurship activities and business management. It is therefore very obvious that technology has advanced such that no one can survive in today's world of business without being digitalized and technology alert. According to Balogun (2020), there is a direct link between digital skills and the sustainable development of a nation technologically. Indeed, this digital skill gives the students understanding of the use of different gadgets and machines they come across in order to effectively manage their business venture. Graduates of business education are expected to have adequate digital skills needed to manipulate and manage other fixed and variable resources like land, capital, money and raw materials. Hence, management is seen as a process involved in planning and organizing the resources of a business to be able to achieve the objectives for which the business was established. Management, according to Okoli (2010), is the process of collaborating with and working through people to successfully accomplish the objectives of the business by effectively utilizing the limited resources. Due to the complexity of management, it is crucial for students enrolled in business education programme to have critical thinking skills that will enable them to take on future duties like making efficient use of the existing resources and creating a positive working environment. In summary, Olaniyi (2022) stated that how well students Business Education perform in the business world will be heavily influenced by the appropriate digital skills they have acquired that will empower the students to be best fit for the society and world of work.

Critical thinking skill is very complex and dynamic such that it is usually not easy to pin it to a particular definition. Aboluwodi (2018) defined critical thinking skill as self-directed, self-disciplined, self-monitored and self-corrective thinking. This invariably means that it is a self-rational ability of a person, and business education students need this special skill to be able to think clearly and rationally about what to do, or what to believe concerning delicate business

decision making. Though this particular skill is very difficult to teach the students, it is very important because poor critical thinkers lack dispositions and cannot be said to have liberally educated irrespective of the type of qualifications they possess. According to Ezenwafor and Ogwumike (2022), critical thinking skills are highly needed by graduates of business education for entrepreneurship development in Anambra State. In fact, students' logical reasoning, memory cognitive skills and abstract thinking will significantly impact their learning ability and make creative entrepreneurs who will be self-reliant (Drydakis, 2022).

Okiridu (2018) pointed that educators have special influence on their students since the students spend more hours with them than at home which ignites their lifetime love of learning. Through business educators' effective lesson delivery, the students will be able to develop critical thinking, problem solving, creativity, communication, digital literacy, team working and entrepreneurship skills of the students to mention but a few. Hence, the best education to offer in the world today is to equip the students with transferable skills that will help them respond to whatever the future holds instead of loading them up with knowledge of theory.

Every country places a high value on education since it is clear that a person's ability to perform in that country depends greatly on the quality of education that is offered to that person. Njoku and Onyegbula (2017) argued that countries that are at the forefront of technical innovation also have the best educated populace since there can be no productive human capital without a functional education. This belief that the goal of quality education is to foster critical thinking that leads to the development of new technologies and new ways of production in line with the demands of the new era is likely the source of this presumption. Those with greater education have better skills and can do their professions well. Also, they are better suited to more difficult tasks, which are frequently paid well and have bigger financial advantages.

The fundamentals of these skills are acquired though business education. Although one needs to develop sophisticated skills as they are exposed to business risk over time, the foundation of most of those skills are laid by business education. Business education by its content is expected to be a skill driven course poised to make its students distinguished from among the graduates in the labour market. According to Pirzada (2013), it is a broad and comprehensive field of study whose instructional programme is endowed with the capacity to provide knowledge, skills, vocation and aptitude required to effectively manage personal businesses and at the same time function in the economic system. Abosede, Akintola and Sobande (2019) affirmed that business education is a skill drilling and acquisition course which is capable of making its students or recipients employable or self-employed on graduation in order to help facilitate economic activities in the country.

When it said that basic education should give science and technology skills for economic development, the Federal Republic of Nigeria acknowledged the enormous importance that the development of entrepreneurial abilities at the elementary school level plays (FRN, 2014). As a result, the effectiveness of instruction should be focused on helping pupils develop the proper values and attitudes. In order for a person to live in and contribute to the development of society, they also needed to develop the required skills as well as their mental, physical, and social capacities. Business education is that area of education that paves the way for lifelong learning by helping students build innovative abilities and apply their business knowledge to specific jobs and the pursuit of sustainable development goals. Business Education as a course of study, have the capacity of molding students to graduate with such revealing and endearing skills. According to Agu *et al*. (2021), Business Education is a course of study which enables students to acquire further skills which are common and fundamental to all personal and occupational activities. Off course, it is the wish of every student to get good job or start up new business after graduation. But this can only be possible when they have acquired the needed and expected skills such as innovative skills, risk management and problem-solving skills, digital skills and critical thinking skills.

When students are trained in different skills, their vision will increase thereby propelling them to develop innovative ideas and better ways of doing things. Obviously, students who possess these skills will always have adaptive qualities needed to meet up with a constantly evolving business environment. Perhaps, this will promote employability and job creation through entrepreneurship business development among business students in Cross River University of Technology and beyond.

The emphasis or projection of education that aims to prepare individuals for constructing a sustainable future is education for sustainable development. Development that satisfies current demands without jeopardizing the ability of future generations to meet their own needs is referred to as sustainable development. The Sustainable Development Goals (SDGs) are a set of 17 goals and 169 targets that the United Nations developed in 2015 and that all UN Member States have committed to attaining by the year 2030. The SDGs seek to advance prosperity while preserving the environment and combating climate change in all nations, including those with low, middle, and high incomes. To ensure that "no one is left behind," they place a major emphasis on enhancing equity to better serve the needs of women, children, and underserved communities in particular (WHO, 2022). SDG 4 aims to improve the proportion of children and adults with the necessary skills for employment, decent work, and entrepreneurship. It also aims to ensure access to equitable and high-quality education at all stages of life. SDG 4 is focused on education, as was previously said, and objective 4.7 aims to ensure that individuals have the knowledge and skills to support sustainable development. These abilities could be acquired by including entrepreneurship education in university curricula.

A number of countries across the globe are achieving sustainable breakthroughs due to their commitment to implementation of functional education. These landmark achievements have consequently made their youths to lead a useful, productive and satisfying life. The productive capabilities of youths in terms of innovative behaviours, cognitive abilities and being digitally driven have been the key driver of their economic transformation. This implies that innovative skills, critical thinking skills and digital skills are the lynchpin upon which the sustainable developments of countries across the globe are built.

To become an entrepreneur, practical-oriented programmes (which include business education) need to be given a pride of place in order to help in developing the need and interest of students for productive tasks and helps the society to meet developmental needs. Business education may be seen as skills development programme that prepare students to become qualified for a particular profession, such as, office technology/management, accounting, or marketing management. Udu & Oguegbulu (2015) viewed it as the study of technology related courses and the acquisition of practical skills needed to function effectively either as employees or employers of labour. Agboeze *et al*. (2013) further reiterated that it is a programme that prepares the mind, the brain, and the physical body towards positive contribution to societal development.

From whichever perspective one views business education, it can be seen as a functional type of education that emphasizes skills acquisition and manpower development. Typically, the main function of business education is to teach students to put ideas into practice and understand what education and business is all about. In this way, students are assumed to acquire the basic skills and abilities that provide them the opportunity to engage in business activities and to solve complex social problems (such as, unemployment, underemployment, hunger, and poverty).

The knowledge of the entrepreneur is therefore based on these personal traits (i.e. innovative, digital, and critical thinking spirits) among others which are built around problem solving, creativity, teamwork, and conflict resolution spirit. This mixture is central to creating and running a successful business enterprise. Central to the conceptual framework is business education that will inculcate basic entrepreneurial skills in the learner.

Since many young people around the world still struggle with basic literacy, the SDGs for education stipulate that by 2030 all girls and boys will have completed real, equitable, and high-quality primary and secondary education. This is in concordance with the concept of sustainable development as "development which meets the demands of the present without sacrificing the ability of future generations to meet their own needs.

Statement of the problem

Skills are those abilities which every student is supposed to acquire before graduation in order to enable them be useful citizens in the country. This is particularly as regards business education students because of the nature of the content of the progarmme. However, there are many trendy skills that business education students require to be able to adapt in today's range of skills that the employers look out for. Incidentally, many of the students graduate with nothing or less to show off as special skills that will enable them become future business educators, owners of entrepreneurial businesses or employees in reputable organizations talk less of achieving sustainable development goals. This is in spite of all the trainings in and outside the classroom and even review of curriculum to include more skill related courses such as Data Base and Management Information System (MIS) to enable the business education students to fit into the 21st century skills requirements needed for successful entrepreneurship businesses and achievement of the SDGs.

The Sustainable Development Goals (SDGs) prioritize securing a sustainable future for society. A number of indicators are used to keep track of progress made toward the goals. However, this progress has been uneven. In some of the indicators tracked as part of the SDG framework, there has been clear progress (World Bank 2018). The number of unemployed youths heightens by day. As an example, the National Bureau of Statistics (NBS) reported on its website in the first quarter of 2021 that Nigeria's unemployment rate had increased from 27.1% in the second quarter of 2020 to 33.1%. The NBS research, based on data, reveals that "more than 60% of Nigeria's working-age population is younger than 34," making it the second-highest country on the global list. In the fourth quarter, the unemployment rate for those aged 15 to 24 was 53.4% and for those aged 25 to 34 it was 37.2%. In comparison to men, women had a higher unemployment rate (35.2%) than men (31.8%). According to the International Monetary Fund, the 200 million-person economy will take time to recover, with growth expected to reach 1.5% this year following a 1.9% decline in 2017. According to the lender, production won't reach pre-pandemic levels until 2022. The number of job seekers will keep increasing as long as population growth outpaces economic development (Utomi, 2022).

Therefore, the implications of not achieving the SDGs is a world of unemployment, poverty and hunger. As such, there is need for adequate entrepreneurial skills that could help students achieve these sustainable development goals. This is the reason why the present study is designed to find out the level of entrepreneurial skills acquisition among business education students and the attainment of sustainable development in Cross River State.

Purpose of the study

The major purpose of this study is to assess entrepreneurial skills acquisition of business education students and the attainment of sustainable development in Cross River State. The study specifically sought to determine:

1. The impact of innovative entrepreneurial skills acquisition of business education students on the attainment of sustainable development in Cross River State.
2. The impact of digital entrepreneurial skills acquisition of business education students on the attainment of sustainable development in Cross River State.

3. The impact of critical thinking entrepreneurial skills acquisition of business education students on the attainment of sustainable development in Cross River State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does innovative entrepreneurial skills acquisition of business education students affect the attainment of sustainable development in Cross River State?
2. To what extent does digital entrepreneurial skills acquisition of business education students affect the attainment of sustainable development in Cross River State?
3. To what extent does critical thinking entrepreneurial skills acquisition of business education students affect the attainment of sustainable development in Cross River State?

Research hypotheses

The following null hypotheses were postulated for the study and tested at $P<0.05$:

$H0_1$: There is no significant difference in the mean response of business education students on the impact of innovative entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State.

$H0_2$: There is no significant difference in the mean response of business education students on the impact of digital entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State.

$H0_3$: There is no significant difference in the mean response of business education students on the impact of critical thinking entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State.

Methodology

This research study adopted the descriptive survey design because data generated came from peoples' opinion as expressed on the researcher-made instrument designed for data collection**.** The study was carried out in Cross River University of Technology, Calabar, Cross River State of Nigeria. The population of the study consisted of eight hundred and eighty-two (882) business education students while the target population consists of 167 final year students – 71 males and 96 females from CRUTECH in the 2020/2021 academic session. The target population was also used as the sample for the study, thus adopting the census sampling technique. The instrument for data collection was a structured and validated questionnaire developed by the researcher and validated by a research expert and a business educator. The questionnaire is a modified four point Likert scale with response option of Strongly Agreed (SA), 4, Agreed (A), 3, Disagreed (D),= 2, Strongly Disagreed (SD)= 1; and the reverse will be the case for negatively worded items. Thereafter, copies of the questionnaire were administered to the respondents. The completed copies of the questionnaire that were returned were 150, these number was used to generate data for answering the research questions. Data collected from the respondents were analyzed using descriptive and inferential statistical tools. Weighted mean and standard deviation were used to answer the research questions while critical ratio (z-test statistic) was used to test the hypotheses at 0.05 level of statistical significance.

Results

Research question one

To what extent does innovative entrepreneurial skills acquisition of business education students affect the attainment of sustainable development in Cross River State?

Table 1: Mean rating and standard deviation of the innovative entrepreneurial skills acquisition of business education students and the attainment of sustainable development (N=150)

S/N	Items	$\Sigma f\bar{x}$	$\bar{x}$	SD	Remark
1.	Introducing new ideas and turning them into products and services can help in the achievement of sustainable development goals	513	3.42	0.96	Agreed
2.	Adapting to new technologies can help in the achievement of sustainable development goals	475	3.17	0.99	Agreed
3.	Identifying new grounds and exploiting new business Opportunities can help in the achievement of sustainable development goals	404	2.69	0.83	Agreed
4.	Adding value to customers satisfaction can help in the achievement of sustainable development goals	503	3.35	1.00	Agreed
5.	Being proactive in business decision making can help in the achievement of sustainable development goals	412	2.75	1.23	Agreed

Research question two

To what extent does digital entrepreneurial skills acquisition of business education students affect the attainment of sustainable development in Cross River State?

Table 2: Mean rating and standard deviation of the digital entrepreneurial skills acquisition of business education students and the attainment of sustainable development (N=150)

S/N	ITEMS	$\Sigma f\bar{x}$	$\bar{x}$	SD	Remark
6.	Applying word processing in business can help in the achievement of sustainable development goals	430	2.87	0.84	Agreed
7.	Using internet services for business can help in the achievement of sustainable development goals	421	2.81	1.29	Agreed
8.	Using spread sheets for business documentation can help in the achievement of sustainable development goals	415	2.77	1.14	Agreed
9.	Storing and retrieving business data with the computer can help in the achievement of sustainable development goals	434	2.89	0.84	Agreed
10.	Creating slides for business presentations can help in the achievement of sustainable development goals	417	2.78	1.30	Agreed

Research question three

The impact of critical thinking entrepreneurial skills acquisition of business education students on the attainment of sustainable development in Cross River State.

Table 3: Mean rating and standard deviation of the critical thinking entrepreneurial skills acquisition of business education students and the attainment of sustainable development (N=150)

S/N	ITEMS	$\Sigma f\bar{x}$	$\bar{x}$	SD	Remark
11.	Recognizing problems and finding ways of solving them can help in the achievement of sustainable development goals	437	2.91	1.10	Agreed
12.	Making structured reasoning concerning business problems can help in the achievement of sustainable development goals	452	3.01	0.83	Agreed
13.	Understanding motivation techniques in business can help in the achievement of sustainable development goals	451	3.01	1.14	Agreed
14.	Being a good listener and creating rooms for taking corrections can help in the achievement of sustainable development goals	417	2.78	1.10	Agreed
15.	Drawing logical conclusions and making profitable inferences can help in the achievement of sustainable development goals	426	2.84	0.86	Agreed

Tables 1 to 3 revealed that all the items have their mean scores ranged between 2.69 (item 3) and 3.42 (item 1). The result showed that the mean score of all the items were higher than the bench mark value of 2.5 indicating that acquisition of all the entrepreneurial skills could lead the students of Business Education to the attainment of sustainable development goals in Cross River State. The table also revealed that the standard deviation (SD) of the items ranged from 0.83 (item 3) to 1.30 (item 10), indicating that the respondents are not far from the mean and that their opinions do not differ significantly from each other.

Hypothesis one

There is no significant difference in the mean response of male and female business education students on the impact of innovative entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State.

Table 4: Z-test analysis on the difference in the mean rating of male and female business education students regarding the impact of innovative entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State

Variable	N	Mean ($\bar{X}$)	Variance (δ)	z-cal	P-value
Male	70	3.03	0.61	0.89	0.37
Female	80	3.14	0.50		

Not significantly different at P>0.05 α-level; critical z= 1.96; df= 149

The analysis in Table 4 shows that the calculated z-value of 0.89 was found to be less than the critical z-value of 1.96 when tested at 0.05 level of significance with 148 degree of freedom. This implies that there is no significant difference in the mean rating of male and female Business Education students. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted.

Hypothesis two
There is no significant difference in the mean response of male and female business education students on the impact of digital entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State.

Table 5: Z-test analysis on the difference in the mean rating of male and female business education students regarding the impact of digital entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State

Variable	N	Mean ($\bar{X}$)	Variance (δ)	z-cal	P-value
Male	70	2.73	0.37		
				1.13	0.26
Female	80	2.84	0.32		

Not significantly different at P>0.05 α-level; critical z= 1.96; df= 149

The analysis in Table 5 shows that the calculated z-value of 1.13 was found to be less than the critical z-value of 1.96 when tested at 0.05 level of significant with 148 degree of freedom. This implies that the result is not significant. Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted.

Hypothesis three
There is no significant difference in the mean response of male and female business education students on the impact of critical thinking entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State.

Table 6: Z-test analysis on the difference in the mean rating of male and female business education students regarding the impact of critical thinking entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State

Variable	N	Mean ($\bar{X}$)	Variance (δ)	z-cal	P-value
Male	70	2.83	0.38		
				1.53	0.13
Female	80	2.98	0.30		

Not significantly different at P>0.05 α-level; critical z= 1.96; df= 149

The analysis in Table 6 shows that the calculated z-value of 1.53 was found to be lower than the critical z-value of 1.96 when tested at 0.05 level of significance with 148 degree of freedom. This implies that there is no significant difference in the mean rating of male and female Business Education students on the impact of critical thinking entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State. Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted.

Discussion of findings

The result of the first hypothesis revealed that there is no significant difference in the mean response of male and female business education students on the impact of innovative entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State. The finding of this hypothesis is in line with the view of Edokpolor and Muritala (2017), who reported that innovative skills allow a student to use creative ideas in order to meet sustainable development goals of no poverty and zero hunger. The findings also supports the view of Amini and Ikibo (2019) who maintained that innovative skills enable one to be proactive instead of reactive and which means that it is very important in today's' business environment.

The result of the second hypothesis showed that, there is no significant difference in the mean response of male and female business education students on the impact of digital entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State of Nigeria. The finding of this hypothesis is in line with the view of Balogun (2020), who posited that there is a direct link between digital skills and the sustainable development of a nation. Similarly, Olaniyi (2022) stated that how well students Business Education perform in the business world will be heavily influenced by the appropriate digital skills they have acquired that will empower the students to be best fit for the society and world of work.

The result of the third hypothesis indicated that there is no significant difference in the mean response of male and female business education students on the impact of critical thinking and entrepreneurial skills acquisition on the attainment of sustainable development in Cross River State. The study is in agreement with the study of Ezenwafor and Ogwumike (2022) who reported that critical thinking skills are highly needed by graduates of business education for entrepreneurship development in Anambra State. Gender and educational level had no effect on respondents' mean ratings of required critical thinking skills. The present finding also agrees with Akanni (2021), who reported that students' logical reasoning, memory cognitive skills and abstract thinking will significantly impact their learning ability and make creative entrepreneurs who will be self-reliant.

Conclusion

As evidenced by the findings, the present study has been able to contribute to literature. As a result, it can be established that entrepreneurial skills are those abilities that every business education student should acquire prior to graduation in order to be useful citizens of society. From the aforementioned, it is now concluded that there is no gender bias in the impact of innovative, digital, and critical thinking entrepreneurial skill acquisitions on the attainment of sustainable development in Cross River State.

Recommendations

Based on the findings it was recommended that:

1. The curriculum should be reviewed to include courses and topics that will help business education students acquire these innovative skills.
2. The Department of Business Education in conjunction with relevant agencies like tet-fund should provide all the necessary ICT gadgets that will enable the students become digital entrepreneurs after graduation.
3. Students of business education should engage in self-developing activities that will sharpen their critical thinking ability.

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