



THE CHALLENGES FACED BY BUSINESS EDUCATION STUDENTS IN AKWA IBOM STATE:
ASSESSING THE POSSIBLE WAYS OF MITIGATING THEM FOR SUCCESS ORIENTED
ENTREPRENEURSHIP

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ABSTRACT

To carry out the study, descriptive survey design was adopted. The study was carried out in Akwa Ibom State. The targeted population for the study comprised all business education students in Akwa Ibom State. A stratified sampling technique was used to select 100 business education students from University of Uyo and 60 business education students from Akwa Ibom State College of Education. This gave a total of 160 respondents, which formed the sample size for this study. The instrument used for data collection was a structured questionnaire titled "Business Education Students Challenges and the Mitigating Strategies Questionnaire (BESCMSQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.84, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions. From the result of the data analysis, it was observed that the highest percentage (36.88%) was recorded for "Financial Constraints", while the least percentage (7.50%) was recorded for Curriculum Irrelevance and Rigidity. It was also observed that the highest percentage (35.63%) was recorded for "Cultivate a Growth Mindset", while the least percentage (6.9%) was recorded for Seek Mentorship and Build Support Networks. The study concluded that the development of competent business professionals and entrepreneurs who can spur innovation and economic progress depends heavily on business education. One of the recommendations made was that educational institutions should revise and modernize their curricula to reflect current industry trends and global business practices.

Keyword: Business Education Students, Success Oriented Entrepreneurship



INTRODUCTION

To develop future business owners and competent professionals who can successfully navigate the intricate world of industry and commerce, business education is essential. It creates a productive workforce by giving students the fundamental information they need in fields like accounting, management, marketing, and entrepreneurship. Nevertheless, despite its significance, students pursuing business education sometimes face formidable obstacles that obstruct their ability to advance academically and thrive as entrepreneurs. For the best learning and creativity, these issues must be recognized and resolved. These issues may be caused by institutional, social, economic, or human causes.

Lack of sufficient hands-on experience and experiential learning is one of the biggest problems business school students encounter. Although theoretical information is taught in classrooms, the implementation of learnt concepts is hampered by a lack of practical experience in actual corporate settings. Students may graduate with insufficient entrepreneurial skills if they don't connect with the industry properly, which would limit their ability to launch and run profitable businesses. The absence of internships, business simulations, and case-based teaching further worsens the situation. Moreover it has become necessary to train students of Economics on entrepreneurial skills especially in this era of the digital economy (Ubogu, 2020).

The inadequate resources and infrastructure in schooling is another urgent problem. Many schools that provide business education are ill-equipped, with out-of-date courses, few textbooks, and no access to contemporary technology. Students are ill-prepared for the competitive entrepreneurial landscape as a result of this shortcoming, which causes a gap between classroom knowledge and contemporary business practices. Due to these restrictions, pupils are unable to acquire the essential digital skills needed in the global marketplace of today. According to Tijani (2022) enabling infrastructure is pivotal for entrepreneurial success, serving as the bedrock for exercising entrepreneurial knowledge and fostering innovation within a country.

Furthermore, socioeconomic variables can have a role in the challenges faced by students pursuing business education. Lack of funds sometimes causes students to juggle their studies with part-time employment or entrepreneurial endeavors without the necessary support, which results in subpar academic performance. Additionally, students' capacity to implement their company ideas is restricted by a shortage of funding for start-up activities and entrepreneurial ventures. Students become mentally stressed and less motivated as a result of these financial pressures.

Business education is also hampered by administrative and institutional issues. Some schools have low staff morale, inefficient teaching strategies, a lack of mentorship programs, and bureaucratic delays. These institutional flaws impair students' ability to learn efficiently and lower the overall standard of business education. Furthermore, students' entrepreneurial mentality may be suppressed by strict evaluation procedures that do not allow for originality or invention. Student morale can also be impacted by



society's attitudes and beliefs regarding business education. Business education is sometimes viewed as less valuable than more conventional professional programs like law, medicine, or engineering. Students may get demotivated and think less highly of their chosen area as a result of this cultural prejudice. Students may thus feel underappreciated in comparison to their classmates in other academic fields or lack the confidence to pursue entrepreneurial endeavors.

It is crucial to evaluate workable ideas that might support business school students' success in light of these complex issues. Curriculum revisions, the use of technology-driven teaching techniques, industry partnerships for internships, the provision of entrepreneurial financing schemes, and mentorship programs are a few examples of potential mitigating tactics. With the help of these measures, business education should become a more accessible, successful, and practical field that gives students practical skills and an entrepreneurial mindset.

LITERATURE REVIEW

Concept of Business

The activity of earning a living via the production, purchase, and sale of commodities and services is known as business. It also includes any venture or activity started with the intention of making money. Additionally, any organization or activity that exchanges goods or services for financial gain is referred to as a company. It entails creating, purchasing, selling, or offering goods or services in order to satisfy customer demands.

Businesses can operate at various scales, from small enterprises to multinational corporations. The definition of business encompasses not only profit-driven activities but also encompasses nonprofit organizations and social enterprises. It involves careful planning, organizing, and managing resources effectively to achieve the desired goals and objectives (Mulya, 2024). As mentioned by Ranjhaa, (2025) Business is an enterprise or activity with the intention to make profits. It can be in the form of a company, partnership, organization, sole proprietorship, occupation, or any entity that undertakes commercial, industrial, charitable, or professional activities to earn profits.

In addition, the financial activity of creating, purchasing, and reselling goods and services in order to generate revenue is known as business. An enterprise that is involved in commercial, industrial, or professional activity is also referred to as a business. According to Aremu (2015), business is an organized and systematic activity for earning profit. However, the success of a business depends on attracting customers, offering high-quality goods and services at competitive costs, and adjusting to changing market conditions. Adam (2024) stated that business is a commercial activity related to the production and distribution of goods and services for economic gain.

In order to meet the demands of consumers, manufacturers, distributors, and institutions work together to form businesses, which can be limited liability companies, partnerships, or sole proprietorships. The degree of scale of business varies depending



on factors like availability of finance, capacity to be at risk, business policy of the firm, competition in the market, and so on (Adam, 2024). Starting a business entails risk and uncertainty that might result in losses, such as market recession, consumer preferences, government regulations, technology, fire damage, natural disasters, and civil unrest.

Concept of Business Success

Business success refers to the achievement of desired goals and objectives in a business venture, including profitability, sustainability, customer satisfaction, and growth. It encompasses both financial performance and non-financial outcomes such as innovation, market share, employee engagement, and long-term viability (Zhou & Wang, 2023). A successful business not only survives in competitive environments but thrives by creating value for its stakeholders.

One of the fundamental indicators of business success is financial health, which includes consistent revenue generation, profit margins, return on investment (ROI), and effective cost management. Financial success enables a business to reinvest, expand, and sustain operations over time. However, it is increasingly recognized that financial results alone do not capture the full picture of business performance (Kaplan & Norton, 2021).

Customer satisfaction and brand loyalty are also key dimensions of success. Businesses that meet or exceed customer expectations often enjoy repeat business, positive word-of-mouth, and competitive advantage. Building strong relationships with customers, offering high-quality products or services, and adapting to market needs are essential strategies for long-term success (Gronroos, 2022).

Business success emphasizes sustainability, innovation, and ethical practices. Companies are now evaluated not only on profit but also on their social and environmental impact. Businesses that innovate continuously and operate with corporate social responsibility (CSR) are more likely to gain public trust, attract top talent, and remain relevant in changing markets (Porter & Kramer, 2023).

Concept of Business Education

Business education, according to Kysburn (2021), develops students with information and competencies that are needed by all in managing personal business affairs and in using the services of the business outsourcing world. The mission of business education at the college and university level (tertiary institutions) is to train the necessary manpower for industry, business, and public and private business establishments. The business education program is an umbrella that shields all business courses. It is therefore encompassing, which includes accounting, secretarial, marketing, and purchasing supply. Aliyu (2021) defined a business teachers' education program as a preplanned program aimed at training and developing business education teachers. The business teachers have the responsibility to help develop the student, influence youths and future students who desire work and attitude, and prepare competent professional business teachers who will do their job (Igboke, 2020).



Malsbary (2017) defined business education as those business programs and courses taught ordinarily at the secondary school level. Osuala (2009) defined business education as an essential part of the preparation of youths for life and living. Still on the definition of business education, Njoku (2022) defines business education as that facet of educational training that helps the individual to acquire relevant skills needed for living. However, Njoku (2022) gave another definition as an educational program that equips an individual with functional and suitable skills, knowledge, attitude, and value that would enable him/her to operate in the environment he/she finds himself/herself. It can be seen from the foregoing discussions that as the years go by, the definitions of business education continue to change. This means that business education is not static.

Business education is a programme of study which offers students who wish to pursue a career in business an opportunity to develop those skills, abilities and understanding that will enable them to enter, perform and progress in a business occupation after graduating from high school or the university. In the same vein, Osiglalo (2020) sees business education as a programme of instruction which consist of two points, office education and general business education that provide students with information and experiences which are needed by all in managing personal business affair and using the services of the business.

Concept of Entrepreneurship

The word "entrepreneur" comes from the French verb *entreprendre*, which also means to attempt, attempt, try in hand, or contract for. Richard Cantillion, a French economist of Irish ancestry, coined the word "entrepreneurship" in 1755 (Holt, 1998). By examining the economic growth of a country, Cantillion is credited with giving the idea of entrepreneurship a key place in economics. By examining a country's economic development, Cantillion is regarded with being the first to give the notion of entrepreneurship a significant place in economics.

According to Richard Cantillion's (2018) interpretation, an entrepreneur is someone who purchases something at a set price with the intention of reselling it for variable price. By doing this, they decide how to use and acquire resources while also accepting the risk associated with the enterprise. Entrepreneurship, according to Nzewi, Onwuka, and Onyesom (2017), is a dynamic cycle of invention, change, and vision. It necessitates channeling energy and excitement towards the development and application of ground-breaking ideas and explanations. An entrepreneur is someone who comes up with ideas, innovates, takes calculated risks, and realizes their dreams. An entrepreneur is seen as someone whose concepts have resulted in the founding of a successful company endeavor or the creation of a remedy for a specific social issue. An entrepreneur is seen as an important game-changer for company practices, product passion, effective use of scarce resources, etc. A risk-taker is someone who is prepared to incur both known and unknowable risks in order to make sure that their goals and ideas are effectively implemented.



An entrepreneur is seen as someone who does all in his power to make sure that his ambitions come true. He has unfathomable dreams and, without prejudice or concern about failure, he makes sure they come true. Entrepreneurship, according to the company Dictionary of 2017, is the process of seeing and developing new company prospects while taking on financial risks in the quest for success and profit. An entrepreneur is an individual who organizes and operates a business, typically with innovative ideas or by leveraging existing resources in new ways.

Entrepreneurship involves various processes, such as recognizing market gaps or needs, developing innovative products or services, mobilizing resources (including capital, labor, and technology), managing risks, and assuming responsibility for the success or failure of the venture. Entrepreneurs often exhibit characteristics such as creativity, passion, determination, and a willingness to take calculated risks. They are driven by a desire to bring about change, make an impact, and create value in the marketplace. Successful entrepreneurship can contribute to economic growth, job creation, and the development of new industries and markets. Entrepreneurs can be found in various sectors, including technology, manufacturing, finance, social enterprises, and more.

Challenges faced by Business Education Student

A vital topic, business education provides students the information and abilities they need to succeed in the corporate world in areas like management, finance, marketing, accounting, and entrepreneurship. Students seeking business education frequently face a variety of obstacles that might impede their academic and professional growth, despite the field's attractive employment prospects. These difficulties may be of an intellectual, technical, institutional, economic, or even private character.

- **Inadequate Learning Resources**

The absence of sufficient learning resources is one of the biggest issues facing students studying business education. Underfunding of business education programs in many developing nations leads to obsolete textbooks, ill-equipped libraries, and limited access to online scholarly publications. Modern business education requires up-to-date materials that reflect current global economic trends, yet many institutions lag behind in providing these essentials (Adu & Olatundun, 2017). Without proper resources, students find it difficult to stay informed and competitive in their studies.

- **Technological Barriers**

Technology plays a central role in business education, particularly in areas such as digital marketing, e-commerce, data analytics, and financial modeling. However, many students face technological challenges such as limited access to computers, poor internet connectivity, or a lack of technological literacy (Akpotowoh & Amahi 2006). In addition to impeding the learning process, these restrictions make it challenging for students to finish assignments, attend online courses, and take part in virtual



internships or simulations—all of which are essential for gaining practical business experience.

- **Inadequate Practical Exposure**

Despite the fact that business education is fundamentally applied and practical, students frequently do not have enough exposure to the actual business world. Students may not be adequately prepared for the workforce if they do not participate in business partnerships, field excursions, internships, and mentorship programs. Though sometimes disregarded in conventional lecture-based programs, practical expertise such as financial forecasting, business plan preparation, and case study analysis is crucial for professional preparedness.

- **Financial Constraints**

Many students pursuing business education come from low-income backgrounds and struggle to afford tuition, textbooks, transportation, and other academic expenses. Financial challenges can force students to work part-time jobs, which may interfere with their academic schedules and reduce the time available for study (Egwu, 2014). In extreme cases, students may drop out or switch to less demanding courses due to financial stress.

- **Curriculum Irrelevance and Rigidity**

The dynamic nature of the business world requires a flexible and up-to-date curriculum. However, many institutions still use rigid and outdated syllabi that do not reflect current business realities (Nwokike & Ezeani 2018). Digital transformation, sustainable entrepreneurship, and artificial intelligence in business are a few examples of topics that are frequently overlooked or underemphasized. Students find it challenging to adjust to contemporary corporate environments because of this misalignment between what they learn in the classroom and what employers anticipate.

Ways to Mitigate Challenges to Success Oriented Entrepreneurship

Success-oriented entrepreneurship, which is defined by a strong emphasis on quick expansion and monetary gain, can unintentionally result in problems including fatigue, moral lapses, and unsustainable business practices. Over the past ten years, the following tactics have been recognized and suggested as ways to promote a more responsible and balanced business ecosystem:

- **Cultivate a Growth Mindset**

Entrepreneurs ought to welcome obstacles as chances for growth and education. Entrepreneurs may overcome setbacks in a positive way by adopting a growth mindset, which promotes resilience and flexibility. With this strategy, the emphasis is shifted from success to innovation and ongoing improvement.

- **Embrace Failure as a Learning Opportunity**



The pressure of achievement can be lessened by viewing failure as a worthwhile learning opportunity rather than a setback. Entrepreneurs are better able to make wise judgments and steer clear of blunders when they reflect on and learn from their experiences.

- **Prioritize Work-Life Balance**

It is critical to have a good balance between your personal and work lives. To avoid burnout and sustain long-term productivity, entrepreneurs should establish limits, assign work, and schedule downtime and leisure pursuits.

- **Develop Emotional Intelligence**

Entrepreneurs with high emotional intelligence are better able to handle stress, relate to people, and make moral choices. Entrepreneurs may establish productive workplaces and solid bonds with stakeholders by being aware of and controlling their emotions.

- **Seek Mentorship and Build Support Networks**

Entrepreneurs may receive direction, a range of viewpoints, and emotional support by interacting with mentors and creating a peer network. These connections can provide insightful information and aid business owners in more skillfully overcoming obstacles.

- **Implement Ethical Business Practices**

To ensure openness, justice, and social responsibility, entrepreneurs should include ethics into their business plans. In addition to fostering trust with partners and consumers, ethical business practices support long-term success.

- **Encourage Continuous Learning**

Entrepreneurs may adapt and innovate by keeping up with industry trends, new technology, and best practices. Constant learning lessens the focus on short-term achievement and promotes a culture of progress and inquiry.

- **Adopt Sustainable and Inclusive Business Models**

Entrepreneurs ought to think about how their companies will affect society and the environment in the long run. More fair and long-lasting success can result from putting sustainable practices into place and encouraging diversity.

METHODOLOGY

To carry out the study, descriptive survey design was adopted. The study was carried out in Akwa Ibom State. The targeted population for the study comprised all business education students in Akwa Ibom State. A stratified sampling technique was used to select 100 business education students from University of Uyo and 60 business education students from Akwa Ibom State College of Education. This gave a total of 160 respondents, which formed the sample size for this study. The instrument used for data



collection was a structured questionnaire titled “Business Education Students Challenges and the Mitigating Strategies Questionnaire (BESCMSQ)”. Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.84, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions.

RESULTS AND DISCUSSIONS

Research Questions 1:

The research question sought to find out the challenges faced by business education students in their quests for success-oriented entrepreneurship. To answer the research question percentage analysis was performed on the data, (see table 1).

TABLE 1:

Percentage Analysis of the challenges faced by Business Education Students in their quests for success-oriented entrepreneurship

Challenges faced by business education Percentage	Frequency	
Inadequate Learning Resources	45	28.13
Technological Barriers	16	10.00
Inadequate Practical Exposure	28	17.50
Financial Constraints 36.88**	59	
Curriculum Irrelevance and Rigidity 7.50*	12	
TOTAL	160	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field survey

The above Table 1 presents the Percentage Analysis of the Challenges Faced by Business Education Student in their quests for success-oriented entrepreneurship. From the result of the data analysis, it was observed that the highest percentage (36.88%) of the respondents were recorded for “Financial Constraints”, while the least percentage (7.50%) were recorded for “Curriculum Irrelevance and Rigidity”. This finding agrees with the opinion of Adu & Olatundun, (2017) who stated that the absence of sufficient learning resources is one of the biggest issue facing students studying business education such as underfunding of business education programs in many developing nations which may lead to obsolete textbooks, ill-equipped libraries, and limited access



to online scholarly publications. He added that modern business education requires up-to-date materials that reflect current global economic trends, yet many institutions lag behind in providing these essentials. According to him, without proper resources, students find it difficult to stay informed and competitive in their studies

Research Questions 2:

The research question sought to find out the ways to mitigate challenges to success oriented entrepreneurship. To answer the research question percentage analysis was performed on the data, (see table 2).

TABLE 2:
Percentage Analysis of the Ways to Mitigate Challenges to Success Oriented Entrepreneurship

Ways to mitigate the challenges	Frequency	Percentage
Cultivate a Growth Mindset	57	35.63**
Embrace Failure as a Learning Opportunity	3	1.88
Prioritize Work-Life Balance	2	1.25*
Develop Emotional Intelligence	5	3.13
Seek Mentorship and Build Support Networks	11	6.9
Implement Ethical Business Practices	44	27.50
Encourage Continuous Learning	15	9.374
Adopt Sustainable and Inclusive Business Models	23	14.4
TOTAL	160	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field survey

The above Table 2 presents the percentage analysis of the ways to mitigate challenges to success oriented entrepreneurship. From the result of the data analysis, it was observed that the highest percentage (35.63%) was recorded for “Cultivate a Growth Mindset”, while the least percentage (6.9%) was recorded for “Seek Mentorship and Build Support Networks”. This finding agrees with the opinion of Egwu (2014) who examined stated entrepreneurs ought to welcome obstacles as chances for growth and education. Entrepreneurs may overcome setbacks in a positive way by adopting a growth mindset, which promotes resilience and flexibility. According to him, entrepreneurs also ought to think about how their companies will affect society and the environment in the long run. More fair and long-lasting success can result from putting sustainable practices into place and encouraging diversity.

CONCLUSION

The development of competent business professionals and entrepreneurs who can spur innovation and economic progress depends heavily on business education. However, the difficulties that business school students encounter—from a lack of real-world



experience to insufficient learning materials, socioeconomic obstacles, and institutional and cultural constraints—pose serious risks to their academic achievement and entrepreneurial goals. We can enable business school students to turn their academic knowledge into successful commercial endeavors by putting comprehensive measures into place to overcome the problems that have been identified. Through innovation and entrepreneurship, this not only encourages personal achievement but also advances national growth.

RECOMMENDATION

1. Educational institutions should revise and modernize their curricula to reflect current industry trends and global business practices. This includes integrating entrepreneurship-focused modules, digital literacy, financial technology, and innovation management into the learning experience.
2. There should be stronger partnerships between educational institutions and the private sector. Such collaborations can provide students with access to internships, mentorships, and real-life business environments that foster entrepreneurial thinking and skills development.
3. Institutions should establish functional entrepreneurship development centers within campuses that offer advisory services, business plan development training, and access to entrepreneurial networks.



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