

SKILLS TRAINING NEEDED BY BUSINESS EDUCATION STUDENTS FOR SUCCESSFUL ENTREPRENEURSHIP: IMPLICATIONS FOR COLLEGES OF EDUCATION IN NIGERIA.

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ABSTRACT: *Scholars have identified entrepreneurship education as the missing link between poverty and national development. Consequently, developing a functional Entrepreneurship curriculum for tertiary institutions is needed. This paper dealt with the various skills needed by business education students for successful entrepreneurship. Three research questions and three null hypotheses tested at 0.05 level of significance guided the study. The Population of the study consisted of 6002 students of Business Education , 600 of the total population were used for study. The study made use of survey design. A structured questionnaire designed on 4 point rating scale containing 44 items on skills training needed for successful entrepreneurship grouped into three clusters was used for gathering data for the study. Data were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the three null hypotheses at 0.05 level of significance. It was found that information and communication technology (ICT) skill, Risk management skill training and innovative skill training are needed for successful entrepreneurship. It was recommended that the National Commission for Colleges of Education (NCCE) should from time to time review the course content /syllabus, adequate funds and special grants be provided by government to colleges of education especially in south-west states to enable them procure and maintain needed teaching and learning materials.*

KEYWORDS: Skills, Business Education, Entrepreneurship, Colleges of Education.

INTRODUCTION

Entrepreneurship as is used today is borrowed from the western economy. It is not only employed in Nigeria but in all the third world economies. Oduma (2011) observed that there is much dissimilarity between entrepreneur and entrepreneurship. What appears to be the difference between the two concepts is that while entrepreneur is describing the person or the actor, entrepreneurship is talking about the actions, efforts, abilities, skill, process or sometimes the business. Entrepreneurship is often defined as the process of starting and running ones' own business. The term entrepreneur is increasingly employed to refer to the type of individual who is highly determined, confident, creative has sales oriented personality, familiar with the trends and able to translate a vision into real business (Binuomote, 2011). These individuals are often viewed as risk-takers. But because of their good grasp of things, their risk taking is more calculative than it is apparent.

Training is one of the management most vital tools for achieving organizational objectives. Traditionally, training is distinguished from education as a field concerned with teaching particular skill for a specific task while education involves the development of the whole person-socially, intellectually, and physically (Azuka, 2006). However, the word training is

gradually acquiring a much broader meaning and refers to activities ranging from the acquisition of simple motor skills to the development and change of complex socio-emotional attitudes. Entrepreneurial skills are those activities that will enable the business education students to manage their own enterprise. Such skills include information and communication technology skills, risks taking skills, and innovative skills.

Ntukidem (2005) pointed out that the impact of information and communication technology skills in Business Education has changed the nature of the office work. For instance the traditional typewriters have given way to word processors and computers. Ile (2005) remarked that everybody now realizes that computers have revolutionalized the clerical functions in offices through word processing and accounting packages. In addition, with the aid of database, information can be inputted, accessed, extracted and sorted in variety of ways by the office workers. Nwosu (2007) said that ICT skills make information processing, management and dissemination more effective and efficient. The acquisition of these skills are essential as it will enrich Business Education students with the technological awareness needed in today's entrepreneurial activities and also equip them with modern techniques in business management.

In addition, risk management skill is needed as indicated by Covin and Slevin (1991) who opined that every business faces risks, no matter its size, product or geographical location. Unmitigated risks can result in lost opportunities, financial losses, loss of reputation or loss of the right to operate in . It is therefore imperative to note that Business Education students needed all the risk management skills training in order to protect themselves and their business investment activities.

Obi (2005) in her view, said that Business Education students need to acquire the training on methods employed by business in reducing risk such as sound management. Also, the reduction or avoidance of physical hazards, self insurance and transfer of risk to another individual or organization through hedging, business insurance and employee insurance skills are needed in training potential entrepreneur to survive in the world of business and development of their state.

Oduma (2012) identified innovative skills as the requisite for entrepreneurship to include introduction of a new product, introduction of a new method of production, opening of new market, exploring a new source of supply of raw materials and carrying out new types of organization. For effective innovation to take place, Chinoye (2004) indicated that the entrepreneur must ensure that he is well equipped and able to carry out innovative activities, which include: basic research activity, applied research activity, and development research activity among others. The acquisition of these skills will enable the business education student to function effectively in an environment of strong market forces and complex technological advancement. Unemployment exists partly because most of the products of educational system look for jobs that do not exist. According to Ademiluyi (2007) most business education graduates lack the ability to succeed in private enterprise. There is therefore the need to identify those skills, competencies, attributes and attitudes which may enhance the promotion of private enterprise practice.

Purpose of the Study

The main purpose of the study is to determine the entrepreneurial skills training needed by business education students for entrepreneurial development. Specifically; the study sought to:

1. Determine the ICT skills training needed by business education students for entrepreneurial development.
2. Ascertain the risk management skills training needed by business education students for entrepreneurial development.
3. Examine the innovative skills training needed by business education students for entrepreneurial development.

Research Questions

The following research questions guided the study;

1. What are the ICT skills training needed by Business Education students for entrepreneurial development?
2. What are the risk management skills training needed by Business Education students for entrepreneurial development?
3. What are the innovative skills training needed by Business Education students for entrepreneurial development?

Hypotheses

The following null hypothesis were tested at 0.05 level of significance.

- H₀₁:- There will be no significant difference between the mean responses of Business Education students located in rural and urban Colleges of Education regarding Information and Communication Technology skills training needed for entrepreneurial development.
- H₀₂: There will be no significant difference between the mean responses of male and female Business Education students regarding the risk management skills training needed for entrepreneurial development.
- H₀₃: There will be no significant difference between the mean responses of Business Education students who are from business background parents and non business background parents regarding the innovative skills training needed by the students for entrepreneurial development.

METHODOLOGY

The design of the study was survey. The study was carried out in South-West Geo-political Zone. The study covered six Colleges of Education, Namely: Federal College of Education, Osiele, Abeokuta, Federal College of Education, Akoka, Lagos State; Adeyemi College of

Education, Ondo; Osun State College of Education, Ilesha, College of Education, Ikere-Ekiti and Emmanuel Alayande College of Education, Oyo, Oyo State. The population of this study was made of 6002 Business Education Students from the six Colleges of Education named above. The sample size was 10% of the total population which was 600 respondents. Five hundred and eighty-nine (589) copies of the instrument were returned. The instrument used for data collection for this study was a structured questionnaire developed by the researcher and face validated by three experts in Business Education using 4-point scale as follows: Very highly Needed, Highly Needed, Rarely Needed, Not Needed. These items were grouped into two clusters to facilitate analysis. Cronbach Alpha correlation coefficient was used to determine internal consistency of the instrument of which 0.95 obtained was considered highly enough to measure the reliability of the instrument. Data collected for the study were analysed using mean and standard deviation. T-test was used to test the null hypotheses.

RESULTS

Table 1: Mean Ratings and t-test Analysis on ICT skills training needed by Business Education Students for entrepreneurial development (N=589)

S/N	Information and communication Technology skill training needs to:	X	Decision	Rural n=178 X ₁	SD ₁	Urban N=411 X ₂	SD ₂	t-cal
1.	Understand basic computer knowledge	3.07	Needed	3.04	1.23	3.08	1.13	0.36
2.	Print document from the computer	3.04	Needed	3.08	1.06	3.03	1.03	0.56
3.	Delete document or words	2.88	Needed	3.03	1.03	2.74	1.10	1.98
4.	View a document in the computer	3.09	Needed	2.94	1.10	3.07	0.84	0.44
5.	Create sub directories in the computer	2.95	Needed	2.83	1.07	3.00	1.07	1.83
6.	Retrieve a saved document in the computer	3.10	Needed	3.09	0.91	3.10	0.94	0.17
7.	Protect a document with password	2.82	Needed	2.75	0.97	2.85	1.10	1.11
8.	Use a software that adapts to customers needs	3.01	Needed	3.03	1.04	3.00	1.09	0.32
9.	Upload information to the internet	2.94	Needed	2.96	1.05	2.93	1.13	0.29
10.	Download information from the internet	3.09	Needed	3.15	0.89	3.06	0.97	1.03
11.	Access the internet through mobile phones	2.82	Needed	2.87	0.98	2.80	1.05	0.73
12.	Create product awareness using the internet	3.05	Needed	2.89	1.02	3.12	0.91	2.76
13.	Create a e-mail addresses	2.71	Needed	2.60	1.03	2.75	1.03	1.67
14.	Access e-mail address effectively	2.79	Needed	2.77	1.00	2.77	0.99	0.02
15.	Use excel for production calculation	2.97	Needed	2.74	0.98	3.07	0.95	3.81

From Table 1, item 1-15 had mean scores above the cut-off point of 2.50, indicating needed. Therefore, respondents needed ICT skills for successful entrepreneurship. Table 1 shows t-calculated values for items 1-15. Only items 3, 12 and 15 have their t-tab higher than the t-critical value while the remaining 12 items have their t-calculated values less than t-critical value. Since the rest 12 items have their t-calculated value less than the t-critical value, there is enough evidence not to reject the null hypothesis. It therefore implies that there is no significant difference between the mean responses of Business Education Students located in rural and urban Colleges of Education regarding Information and Communication Technology skills training needed for entrepreneurial development.

Table 2: Mean Ratings and t-test Analysis on Risk Management Skills Training Needed by Business Education Students for Entrepreneurial Development (N=589)

S/N	Risk management skill training needed to:	X	Decision	Male n=301 X1	SD1	Female n=288 X2	SD2	t-cal
16	Understand the sources of business risks	2.91	Needed	2.94	1.20	2.88	1.18	0.59
17.	Identify business risk	3.26	Needed	2.23	0.89	3.29	0.87	0.77
18.	Evaluate business risk	3.04	Needed	2.97	1.10	3.10	1.01	1.49
19.	Relate risks with business objective	2.89	Needed	2.96	1.00	2.83	1.07	1.52
20.	Take decision to assume certain a risk	2.86	Needed	2.83	1.08	2.89	1.01	0.75
21.	Assess the magnitude of business risks	2.91	Needed	2.95	1.04	2.86	1.00	1.05
22.	Transfer risks by means of insurance	3.03	Needed	3.02	1.09	3.03	0.96	0.18
23.	Understand modes of operations of insurance institutions	2.93	Needed	2.98	1.09	2.88	1.13	1.10
24.	Identify ways of minimizing business risks	2.85	Needed	2.84	1.06	2.85	0.99	0.12
25.	Risk many ways to solve problems	2.94	Needed	2.91	1.14	2.98	1.08	0.79
26.	See problems as opportunities for new ideas	2.91	Needed	2.97	0.93	2.84	0.93	1.69
27.	Employ different approaches to solve problems	2.83	Needed	2.84	0.96	2.82	0.95	0.26
28.	Undertake venture when there is a risk	2.72	Needed	2.79	0.95	2.64	0.91	1.92
29.	Calculate risks	2.68	Needed	2.61	1.10	2.76	1.04	1.65
30.	Undertake challenging risks	2.87	Needed	2.87	1.03	2.86	1.02	0.11

Table 2 shows that item 16-30 are the risk management skills training needed by business education students for entrepreneurial development. This is because each of the items attained a mean score above 2.50. Table 2 shows that calculated t-values for items 16-30. All the items t-calculated values are less than the t-critical value. This indicates that there is enough evidence not to reject the null hypothesis. This implies that there is no significant difference between the

mean responses of male and female Business Education students regarding the risk management skills training needed for entrepreneurial development.

Table 3: Mean Ratings and t-test analysis on Innovative Skills Training Needed by Business Education Students for Entrepreneurial Development (N=589)

S/N	Innovative skills training needed to :	X	Decision	Business Background n=365 X ₁	SD ₁	Non-Business Background N=224 X ₂	SD ₂	t-cal
31.	Introduce a new product	3.17	Needed	3.42	0.94	3.07	1.08	4.17
32.	Introduce a new method of productivity	3.34	Needed	3.34	0.85	3.15	0.96	2.54
33.	Opening a new method of productivity	3.07	Needed	3.10	1.06	2.77	1.16	3.48
34.	Explore a new sources of supply of raw materials	3.07	Needed	2.92	1.04	2.88	1.10	0.35
35.	Carrying out a new type of organization	2.94	Needed	3.16	0.85	3.14	0.88	0.27
36.	Bring the best ideas into reality	3.16	Needed	2.89	1.00	2.78	1.10	1.26
37.	Create new wealth	3.06	Needed	3.00	0.98	2.95	1.05	0.60
38.	Figure out how to make product work better	2.86	Needed	2.79	1.00	2.79	1.04	0.55
39.	Combine ideas into new value	3.09	Needed	2.94	0.82	2.90	0.96	0.51
40.	Interact with other firms for positive innovation	3.03	Needed	2.77	1.04	2.59	1.11	1.94
41.	Attain overall best performance	2.97	Needed	2.85	0.92	2.78	1.04	0.84
42.	Gain access to technology on innovation in small scale business	2.96	Needed	2.92	0.95	2.64	1.08	3.25
43.	Add value to customers satisfaction	2.95	Needed	2.94	0.94	2.88	0.90	0.75
44.	Meet customers' needs	2.99	Needed	3.11	0.95	2.92	1.08	2.27

From Table 3, item 31-44 had mean scores above the cut-off point of 2.50, indicating needed. Therefore, respondents needed innovative skills for successful entrepreneurship. Table 18 shows that t-calculated values for each of the items 31-44. Only 5 items have their t-calculated values higher than the t-critical value less than the t-critical value. Since the t-calculated value for the remaining 9 items are less than the t-critical value, there is therefore enough evidence not to reject the null hypothesis. This implies that there is no significant difference between the mean responses of Business Education students who are from business background parents and non business background parents regarding the innovativeness skills training needed by the students for entrepreneurial development.

DISCUSSION

Result in Table 1 showed that all the skills training studied were needed by Business Education Students for entrepreneurial development. These are in line with Nwosu (2007) who said that ICT skills make information processing, management and dissemination more effective and efficient.

However, result in Table 1 showed that only 2 items out of 15 items have their t-calculated value higher than the critical value since the t-critical value for the rest were higher than the t-calculated value, the null hypothesis was therefore accepted. This implies that there was no significant difference between the mean responses of Business Education students regarding the information and communication technology skills training needed for entrepreneurial development based on the school location. This finding is in line with Nwaobi(2000) who indicated that both business education students in rural and urban areas are equally interested in the necessity of modern technology.

Results in Table 2 showed that all risk management skills training studied were needed by Business Education students for entrepreneurial development. This is in line with Covin and Slevin (1991) who noted that every business faces risks, no matter its size, product or geographical location, unmitigated risks can result in lost opportunities, financial losses, loss of reputation or, loss of right to operate in a jurisdiction. It is therefore imperative to note that Business Education students needed all the risk management skills training in order to protect themselves and their business investment activities.

However, result in Table 2 showed that none of the 15 items have their t-calculated value higher than the t-critical value. Since all the t-critical value for the entire 15 items were higher than the t-calculated value, the null hypothesis was therefore accepted. This implies that there was no significant difference between the mean responses of Business Education students regarding the Risk management skills training needed for entrepreneurial development based on the gender. The assertion is in line with Remmers Rodders(2011) who reported that a female teacher is equal, similar and desirous as their male counterparts in perception, disposition conformity and popularity despite class distinction .

Result in Table 3 showed that all innovative skills training studied were needed by Business Education students for entrepreneurial development. This is in line with Chinoye (2004) who indicated that for any meaningful enterprise, the entrepreneur must ensure that he is well equipped and able to carry out innovative activities, which include: basic research activity, applied research activity, and development research activity among others. However, result in Table 3 showed that only 4 items out of 14 had their t-calculated value higher than the t-critical value. Since the t-critical value of the remaining items were higher than the t-calculated value the null hypothesis was therefore accepted. This implies that there was no significant difference between the mean responses of Business Education students regarding the innovative skills training needed for entrepreneurial development based on the students who are from business background and non-business background parents. This is in line with Entoyeaku(2011) who reported that the business background of parents does not significantly influence the entrepreneurial skills required by youths.

CONCLUSION

Skill training in entrepreneurship is the key goals to stabilizing the economy of any nation. As it is unveiled in this study, Information and communication technology skill, risk management skill and innovative skill are needed for successful entrepreneurship. Therefore, it is essential to train youths on entrepreneurship skills as to prepare them to be self-reliant instead of seeking for white collar jobs.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations were made:

1. Business education lecturers in Colleges of Education should ensure that these elements of entrepreneurship skills are taught more vigorously to ensure that students graduate with the skills that will enable them open and manage their personal business.
2. The curriculum of the Business Education programme should be reviewed to be more practical oriented and reflect the skills identified in the study so as to equip students sufficiently to start and manage small enterprises upon graduation.
3. Relevant facilities, equipment and materials should be sufficiently supplied to the Business Education departments for effective teaching and learning of the skills.

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