

Exploring Entrepreneurial Skill Needs of Business Education Students for Self-Sustainability in Osun State, Nigeria

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Abstract— The primary objective of this research was to identify the entrepreneurial abilities required by business education students for self-sustainability in Osun State. The research used a descriptive survey approach. Osun State College of Education in Ila-Orangun conducted the research. The study's population consisted of four hundred and fifty (450) students enrolled in the Department of Vocational and Technology Education, specializing in business education. The research randomly selected a total sample size of 180 business education students from Osun State College of Education, Ila-Orangun. The study's results indicated that entrepreneurial abilities are essential for efficient company operations. The absence of these abilities hinders graduates from starting any entrepreneurial endeavor. The entrepreneurial skills will empower students to manage various papers for their clients, ensuring customer satisfaction effectively. The abilities may function as operational directives for existing personnel and as a training resource for newcomers. The study determined that business school students must strive to acquire all essential abilities for fulfilling and sustaining client requirements.

Index Terms— Entrepreneurial Skill, Needs, Business Education, Self-Sustainability.

1. Introduction

Entrepreneurship involves identifying a business opportunity, as well as managing and sustaining that enterprise. Individuals participate in it without developing the requisite skills and competences necessary for effective company operation, leading to failure rather than success. Festus, Philemon, and Cletus (2016). According to Ezeani, Ifeonye, Metalu, and Ezemoyoh (2012), their failure is not due to a deficiency in money or machinery, but rather a lack of essential skills required for expansion and sustained operation in the firm. The government in Nigeria formulated and executed several funding programs to enhance the industry, but the results fell short of their promises. Almost no comparative analysis positions Nigeria above its other developing nations regarding the performance and development of small-scale enterprises.

Currently, the majority of business graduates refrain from starting their own small enterprises, despite the plethora of available business prospects in the nation. They persist in seeking employment opportunities inside ministries and government departments, where positions are either very scarce or entirely absent. Even those who have established a career cannot endure the passage of time. What entrepreneurial abilities are essential for business education students to achieve self-sustainability? This study aims to investigate the management, technical marketing, and ICT competencies necessary for self-sustainability among business education students in Osun State.

2. Literature Review

According to Saidu, Dahiru, and Suleiman (2017), entrepreneurship is the process of integrating creative and innovative ideas with managerial and organizational abilities to assemble people, capital, and resources in order to address a recognized need and generate profit.

Consequently, the cultivation of entrepreneurial abilities might facilitate the attainment of all these sustainability goals. Udo (2016) asserts that business education equips students for lucrative work. Individuals' actions that transform ideas into economic possibilities are important to entrepreneurship (Afolabi, 2015). A person's readiness and capability to identify investment possibilities and effectively manage a business is crucial. Osakwe, 2015. Entrepreneurship is the process of acquiring the abilities necessary to undertake the risks associated with starting and maintaining a firm. Mbanef & Eboka (2017) emphasized that the competencies necessary in business-related programs foster entrepreneurship training and provide graduates with the essential abilities to develop and manage their own small enterprises. Amadi and Amakodia (2019) said that an entrepreneur is an individual who has established a continuous commercial endeavor in a previously unoccupied market. Oluwafemi and Adeagbo (2020) characterized an entrepreneur as somebody who manages a

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commercial enterprise and bears accountability for it. Similarly, Oboreh and Nnebe (2019) characterized an entrepreneur as someone who undertakes risks, recognizes business prospects, mobilizes resources, begins activities, and develops an organization or firm to capitalize on these market opportunities. Entrepreneurial skills are essential competencies that enable an entrepreneur to effectively run their firm. This research defines entrepreneurial skills as the knowledge, attitudes, and behaviors that empower an entrepreneur to recognize business possibilities, foster creativity, and convert ideas into viable economic activities for sustainable livelihoods. These competencies are crucial for proficient execution of various tasks, such as management, accounting, marketing, human relations, technical skills, and information and communication technology abilities, which are essential for operating a business successfully and efficiently. According to Lisa (2019), managerial abilities are essential for planning, decision-making, interpersonal connections, creative transformations, visionary leadership, and change management.

Onuma (2016) and Lisa (2019) assert that entrepreneurial abilities are essentially business competencies that people develop to operate well in a volatile and dynamic environment as entrepreneurs or self-employed persons. Jiddah (2016) and Ryan (2018) emphasized that certain talents are necessary for entrepreneurial success. Jacob and Ariya noted that education and practice are the primary means of acquiring most entrepreneurial abilities. Nonetheless, small-scale company operators must investigate and acquire the many skills offered in business-related programs to achieve entrepreneurial success.

Falobi (2019) underscores the critical role of business education in general education, emphasizing its crucial role in imparting business concepts and skills for individual and national development, ultimately promoting self-reliance. ABEN (2017) asserts that business education is essential for students at all levels, as it cultivates life skills for economic success and fosters the abilities and attitudes necessary for professional advancement. Business education fosters self-sufficiency and economic advancement (Falobi and Ononiwu, 2022). ABEN (2017) asserts that business education is a crucial catalyst for national development as it fosters industrialization via its entrepreneurial programs. According to Saberi and Hamdan (2018), entrepreneurship constitutes a career trajectory distinct from traditional employment, contingent upon the preceding acquisition of relevant self-employment skills. Ukairo (2017) posits that the most successful strategy for business education students to attain independence, utility, and self-reliance is via entrepreneurial empowerment. Falobi, Ishola, and Jacob (2019) see entrepreneurship as a crucial element in a nation's economic growth. People increasingly view entrepreneurial skills as crucial for achieving national development and self-sufficiency. This is the rationale for academics' efforts to determine the influence of business education on students' business education.

According to the Federal Republic of Nigeria (2017), acquiring advanced skills, ensuring equitable access to technical and vocational education and training, and acquiring

the knowledge, skills, and values necessary for effective societal participation and contribution will lead to the realization of goal four of its sustainable development agenda.

3. Empirical Analysis

Mbanefo and Eboka (2017) investigated the acquisition of creative and entrepreneurial abilities in Nigeria. The research used a descriptive survey design including a population of 441 principals and 4,340 basic science instructors. We collected data using a questionnaire and applied the mean and standard deviation to address the study issues. The research revealed several essential abilities in scientific education for job creation, which necessitate the use of practically-oriented teaching techniques by educators. Additionally, various issues provide barriers to the development of entrepreneurial skills in fundamental science education. The research suggests expanding the fundamental science curriculum to incorporate more entrepreneurial experiences, which would empower instructors to steer students towards productivity, self-reliance, and job creation. This research differs as it pertains to business education rather than fundamental scientific education. Amadi and Amakodi (2019) investigated the determinants influencing the successful execution of entrepreneurship education at tertiary institutions in River State. The research used a descriptive survey approach, focusing on a target group of 382 professors in entrepreneurship education. We collected data from the respondents using a questionnaire. ANOVA testing of the null hypotheses showed that the lack of qualified lecturers, inadequate facilities, inappropriate teaching methods, inadequate funding, and inadequate support from the government all make it harder for entrepreneurship education to be effectively implemented in River State. The research recommended that the government and relevant stakeholders provide sufficient funding and resources to ensure the effective teaching and learning of entrepreneurship education at tertiary institutions in River State. We conducted the research in Osun State, situated in the southwestern region of Nigeria.

Oluwafemi and Adeagbo (2020) examined the acquisition of entrepreneurial skills among business education students for sustainable economic growth in Oyo State. The study used a descriptive research approach. The research population comprises all business education students and teachers at tertiary institutions in Oyo State, with a random selection of 295 students and 75 lecturers. We collected data using a questionnaire, and a reliability coefficient of 0.75 enhanced the dependability of the instruments. The researcher utilized the mean to answer the study questions, and the findings revealed that while business education students did not acquire the entrepreneurial technical and human skills necessary for sustainable growth, they did acquire the necessary business management skills. The researchers proposed the need for proficient learning of entrepreneurial technical abilities, namely in efficient technical writing, web building, coding, and programming, since they are critically required in the current entrepreneurial landscape. Osun State conducted the present research. Oboreh and Nnebe (2019) examined entrepreneurship education and the skill acquisition of graduates from public

universities in South-East Nigeria. The researchers employed a descriptive study approach, utilizing primary data sources. The study population comprised 7,951 individuals, from which the researchers extracted a sample size of 795.1 from eight institutions, signifying 10% of the student body. The questionnaire on technological innovation significantly enhances the skill development of graduates in Nigerian public universities. Moreover, creativity has a substantial beneficial influence on the skill development of graduates in the South East. The research concluded that public colleges of education in the South West should implement technological innovation, while public universities in the South East conducted the reviewed study. The research by Festus, Philemon, and Cletus (2016) used descriptive statistics to identify the entrepreneurial abilities required by business education students for self-sustainability in Bayelsa State. The research used a descriptive design. The results indicated that entrepreneurial skills will empower students to manage various papers for their clients, consequently achieving customer satisfaction effectively. The research determined that entrepreneurial abilities are essential for efficient company operations, and the absence of these talents negatively impacts graduates' ability to engage in any business endeavor. We conducted the present investigation in Osun State, Nigeria, and carried out the previous study in Bayelsa State. Falobi (2019) underscores the critical role of business education in general education, emphasizing its crucial role in imparting business concepts and skills for individual and national development, thereby fostering self-reliance. ABEN (2017) asserts that business education is essential for students at all levels, as it cultivates life skills necessary for economic success and fosters the abilities and attitudes required for professional advancement. Business education fosters self-reliance and economic progress (Falobi and Ononiwu, 2022). ABEN (2017) asserts that business education is a crucial catalyst for national development as it fosters industrialization via its entrepreneurial programs.

4. Methodology

The research used a descriptive survey approach. Osun State hosted the research. The study population consisted of four hundred and fifty (450) students enrolled in the Department of Vocational and Technology Education, specializing in Business Education. The research randomly selected 180 business education students from Osun State College of Education, Ila-Orangun, representing 40% of the total population. The study utilized a structured questionnaire entitled "Questionnaire on Entrepreneurial Skill Needs of Business Education Students of Osun State College of Education, Ila-Orangun for Self-Sustainability in Osun State" to gather respondents' opinions on the topic. The instrument underwent face validation by three specialists from the measuring and evaluation section of the Department of Education at Osun State College of Education, Ila-Orangun, and it demonstrated strong reliability with a Cronbach alpha coefficient of 0.87. We evaluated the questionnaire questions using a four-point Likert scale, assigning the following nominal values: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). We

examined the acquired data using descriptive statistics, specifically the mean and standard deviation. We established the degree of consensus for each questionnaire item using the midpoint of the scale, 2.50. We considered mean scores of 2.50 and above as acceptable, and deemed mean scores below 2.50 as unsatisfactory.

5. Presentation of Results

Table 1. Research question one: What are the managerial skills needs required by business education students for self-sustainability in Osun State?

Table 1
Managerial skills need to be required by business education students for self-sustainability in Osun State

S/N	Items	X	S.D	REMARKS
1.	Adapting basic steps in setting up business	3.55	0.45	Accepted
2.	Planning and coordinating business resources	3.38	0.62	Accepted
3.	Taking decisions as at when due	3.35	0.62	Accepted
4.	Bringing in innovative ideas and changes in the business	3.2	0.8	Accepted
5.	Able to receive and attend to relevant	3.5	0.50	Accepted
6.	Knowledge of human relations and communicative ability	3.61	0.39	Accepted
7.	Setting up appropriate business plans	3.55	0.45	Accepted
8.	Able to determine risks and risk management	3.38	0.65	Accepted
9.	Able to create, maintain and sustain customers	3.35	0.65	Accepted
10.	Able to appraise employees' performance	3.2	0.80	Accepted

The data presented in the table above showed that all items have their mean value ranging from 3.20 to 3.61 indicating that all the respondents Accepted that all the items are managerial skills needs required by business education students for self-sustainability in Osun State. The items had a standard deviation range of 0.83 to 0.39 which shows that the respondents were close together in their responses to each item and were not far from the mean.

Table 2. Research Question Two: What are the technical skills needs required by business education students for self-sustainability in Osun State?

The data presented in the table above showed that all seven items have a mean value ranging from 3.20 to 3.56 indicating that all the respondents accepted that all the items are technical skills needs required by business education students for self-sustainability in Osun State. The items had a standard deviation range of 0.83 to 0.61 which shows that the respondents were close together in their responses to each item and were not far from the mean.

Table 2

Technical skills need required by business education students for self-sustainability in Osun State					ICT skill needs required by business education students for self-sustainability in Osun State				
S/N	Items	X	S.D	REMARKS	S/N	Items	X	S.D	REMARKS
1.	Operating office machines	3.56	0.61	Accepted	1.	Access the internet through the use of mobile phones/telephone	3.55	0.45	Accepted
2.	Help others to learn needed skills and knowledge	3.23	0.76	Accepted	2.	Conference calls/video conferencing for Staff meetings	3.35	0.62	Accepted
3.	Use different word processing packages/software	3.20	0.80	Accepted	3.	Database Microsoft access for storage and administration of staff data	3.35	0.65	Accepted
4.	Communicate ideas, thoughts, information and messages in the form of letters, reports manuals etc.	3.50	0.83	Accepted	4.	Spreadsheets like Microsoft Excel to manage the company's budget	3.2	0.8	Accepted
5.	Exhibit self-confidence to select appropriate reproduction processes in collating/binding documents	3.20	0.80	Accepted	5.	Browse and download information from the internet	3.5	0.50	Accepted
6.	Manage materials and facility resources	3.56	0.61	Accepted	6.	Produce text document	3.61	0.39	Accepted
7.	Proof-reading and preparing mailable document	3.38	0.73	Accepted	7.	Use scanning machines to send messages	3.55	0.45	Accepted
						Create, format, save and print documents	3.38	0.62	Accepted

All respondents agreed that business education students in Osun State need

Table 3. Research question three: What are the marketing skills needs required by business education students for self-sustainability in Osun State?

Table 3
Marketing skills need to be required by business education students for self-sustainability in Osun State

S/N	Items	X	S.D	REMARKS
1.	Protect company name and resources from hackers	3.55	0.45	Accepted
2.	Making goods and services available at the right place, price and right communication.	3.38	0.62	Accepted
3.	Identify the new trends in marketing environments.	3.35	0.65	Accepted
4.	Using social networking and direct Marketing to market business products	3.2	0.80	Accepted
5.	Estimation, forecasting and marketing and information research	3.55	0.45	Accepted
6.	Knowledge of seasonal fluctuations of goods in the market	3.38	0.62	Accepted
7.	Knowledge of capturing and retaining customers	3.35	0.65	Accepted

The data presented in the table above showed that all items have a mean value ranging from 3.20 to 3.55 indicating that all the respondents accepted that all the items are marketing skills needs required by business education students for self-sustainability in Osun State. The items had a standard deviation range of 0.80 to 0.45 which shows that the respondents were close together in their responses to each item and were not far from the mean.

Table 4. Research question four: What are the ICT skills that need to be required by business education students for self-sustainability in Osun State?

6. Discussion of the Findings

The results in Table 1 indicated that all management abilities are essential for business education students at Osun State College of Education, Ila-Orangun, to attain self-sustainability upon graduation.

Oluwafemi and Adeagbo (2020) said that management abilities include the essential actions required by an entrepreneur to effectively mobilize personnel, capital, machinery, materials, and financial resources for the production of new goods. The study's findings aligned with Festus, Philemon, and Cletus's (2016) findings, demonstrating that managerial skills encompass establishing fundamental business processes, delegating authority, monitoring performance, and assessing and managing risk.

The results presented in Table 2 indicated that all 10 technical skills were essential for business education students' self-sustainability. The findings corroborate Nwokike, Ezeabi, and Jim (2018) that technical skills mostly exist in professional environments, since the primary objective of any skill is to enhance a worker's proficiency in a management capacity.

The data in Table 3 indicates that marketing abilities are essential for every successful firm. The findings indicated that marketing expertise is essential for recognizing emerging trends, understanding seasonal variations, and segmenting marketing efforts based on client requirements.

The results presented in Table 4 demonstrate that business education students need ICT skills to succeed in commercial ventures. Oboreh and Nnebe's (2019) research, which asserts that ICT skills must include word processing capabilities such as formatting, editing, keyboarding, proficiency in operating scanning devices, and the ability to select reproduction tasks, aligns with the results. Festus, Philemon, and Cletus (2016) assert that company operators use word processing for memoranda, reports, and letters, among other applications. ICT skills are essential for company operators, since many individuals without personal computers visit business centers to type their paperwork.

7. Conclusion and Recommendations

The findings of this study suggest that effective business operations require the presence of entrepreneurial skills. The absence of these essential skills hinders graduates from initiating any business endeavor. The development of entrepreneurial skills would empower students to effectively manage various types of documents for their clients, ensuring that they successfully address their needs. The skills may function as operational guidelines for individuals within the business and also serve as a training package for newcomers. The study has delivered essential insights into the entrepreneurship skills needed for sustainable business operations. Consequently, students in business education must integrate all the skills outlined for proficient business management. The findings suggest the following recommendations:

1. Individuals receiving business education should strive to obtain all pertinent skills essential for addressing and fulfilling their customers' needs.
2. Skills acquisition centers should use the study's results as a training resource.
3. We advise all recipients of business education who lack ICT proficiency to work on developing these skills to stay relevant in their operational environment.

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