

# Entrepreneurial skill training needs of Business Education graduates of colleges of education for self-employment in Nasarawa State, Nigeria

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**ABSTRACT:** This study was carried out to determine the entrepreneurial skill training needs of Business Education graduates of colleges of education for self-employment in Nasarawa State. Survey research design was adopted. Two research questions and two hypotheses guided the study. The population for the study was 112 respondents made up of 49 graduates and 63 entrepreneurs. The instrument for data collection was questionnaire. Three experts did face validation of the questionnaire. Cronbach Alpha method was adopted to determine the internal consistency of the instrument which yielded reliability coefficients of 0.87 and 0.89 for expressed importance and level of performance mean and training need index (TNI) were used to answer the research questions, while t-test statistic was used to test the null hypotheses at 0.05 level of significance. Findings revealed no significant difference between mean responses of entrepreneurs and graduates in all the entrepreneurial skill training needs except in five out of ten items on managerial skills training needs. It was concluded among others, that Business Education graduates need creativity and managerial skills training. It was recommended among others that government should set up special grants for regular training and retraining of Business Education graduates to prepare them for self-employment opportunities.

**Keywords:** Business Education, entrepreneurial, self-employment, skill, training.

## INTRODUCTION

The debate on alternative approaches toward eradicating unemployment has continued unabated in developing countries and Nigeria is not an exception. Nigeria is a nation endowed with numerous resources, yet poverty is on the increase (Olaoye, 2003). This has manifested in the ravaging effect of youth unemployment, crime, and high mortality rate, among others. Entrepreneurship therefore becomes the core skill which young graduates need in order to exploit the opportunities emerging from science and technology, culture and communications. Entrepreneurship has played significant roles in the development of most national economies especially in the developed world. A heightened level of entrepreneurial activity is being witnessed across countries such as India,

China, Nigeria, Ghana, Chile, among others, have had significant impact in the lives of the citizenry (Ranjeeve, 2013; Ezeibe and Edafiohgo, 2014). Major contributions of entrepreneurial firms according to Gana (2001) and Ranjeeve (2013) include job creation, economic growth, better standard of living, serving small markets, and increase in productivity.

According to Adebisi (2015), entrepreneurship is a process in which individuals pursue opportunities, fulfilling needs and wants through innovations, together with the attendant risks. Entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to meet an identified need and thereby creating wealth (Agomuo

2002). In this study, entrepreneurship is the ability to seek opportunities and establish an enterprise based on identified opportunities. It is also the creation of a skill in order to produce something new for a living. For entrepreneurship to thrive well and successfully, entrepreneurs must adequately possess the required entrepreneurial skills. Skill is the ability to perform or carry out complex activity using one's muscular dexterity and cognitive skills with ease of operation in order to achieve proficiency. The entrepreneurial skills include: creativity and innovation; a high degree of self-confidence; ability to scan environment; good problem-solving ability; tolerance for ambiguity; ability to integrate the 5ms (men, machine, materials, money and management); and goal-oriented (Abanyam, 2014; Adebisi, 2015; Eze et al., 2016). The authors also identified other skills to include: the ability to make quality decisions, technical ability, concentration, communication, motivation, organisational skills, management/administration, financial skills, marketing skills and avoidance of business failure. This study is however focused on creative thinking skills and managerial skills required by business education graduates for self-employment.

Creativity is the generation of imaginative new ideas (Neweel and Shaw in Sefertzi, 2000), involving a radical newness innovation or solution to a problem, and a radical reformulation of problems (Sefertzi, 2000). According to Sefertzi (2000), creative thinking involves not only a cognitive dimension (the generation of new ideas) but also motivation and emotion, and is closely linked to cultural context and personality factors. Creativity involves some form of display of ability to do something and most often in a new way. Therefore, due to the high rate of unemployment in Nasarawa State, the numerous graduate youths roaming the streets seriously need creative thinking skills. In the context of this study, creativity involves the generation of new ideas or the combination of known elements into something new to provide valuable solutions to a problem. Creative thinking skills could help the business education graduates in harnessing their potentials in business management to enable them to be successful entrepreneurs. The skills need of an entrepreneur could be developed to reduce unemployment and youth restiveness through business education programme. According to Ubulom in Ubulom and Enyoghasim (2012), creative skills would be useful in being able to: plan, organize and manage small-scale or medium scale businesses; source for fund for the running of small-scale businesses, develop skill of keeping the accounting records of small-scale business, develop human and public relations skills, develop skills for the co-ordination of both human and material resources, acquire skills for effective supervision, develop skills for effective utilization of profit for the growth of an enterprise; and develop a broad based investment planning and implementation skills. Others, according to the author, include flexible and visionary skills, interpersonal and

managerial skills (personal image, attitude, habits and behaviour), techniques of communication (communication skills), problem-solving, and decision-making skills. The entrepreneurial skills could be acquired or developed through business education and training in the colleges of education, universities and other related skill acquisition training centres.

Aside from creativity skills, graduates of Business Education need managerial skills. The term management is the art of getting things done through people. Osuala (2009) defined management as the process of achieving an organization's goals through coordinated performance of five specific functions, namely, planning, organizing, staffing, directing and controlling. Organization is a group of people who work together to achieve a common goal. The goal can be to make profit in form of money or to produce a finished product or extract raw materials. Many studies on the causes of business failure in Nigeria and elsewhere point to poor management (Montana and Charnov, 2008). It is a fact that wherever there is an organization whether it is a government office, hotel, church, social club, a business enterprise or a hospital, there must be a person or group of individuals responsible for the attainment of its objectives (Nwachukwu, 2005). In business perspective, the entrepreneur is the leader who is at the management level. He accomplishes his objectives or goals primarily by working with and directing the work of others. All entrepreneurs have goals or objectives. Therefore, they plan, organize, direct and control in order to achieve these objectives. Management equally involves good planning, organizing, directing and controlling of workers and materials to effectively and efficiently meet the set objectives of an enterprise. According to Ezedum and Odigbo (2011), management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. The authors further stated that management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Management skills, according to Barret in Ezeani (2012) include: Planning and goal setting, decision making, human relationship, marketing, finance, accounting, management, control, negotiation, venture, launch and managing growth.

According to Olaoye (2003), management skills are required by Business Education graduates in starting, developing and managing an enterprise. In the same vein, Nwachukwu (2005) stated that entrepreneurs in an organization perform the following functions: making decisions, focus on objectives plan and set policies, organize and staff, communicate, direct and supervise by securing actual performance from subordinates, and control organizational activities. Ezedum and Odigbo (2011) identified some important management skills required by the business education graduates to

successfully start, run and manage an enterprise to include: time management, credit management, records keeping management, risk management, financial management. Time management is the act of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity (Ezedum and Odigbo, 2011). It encompasses a lot of activities which include: planning, allocation, set goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing (Walker, 2007). In this situation, management, according to Walker (2007), is the act of coordinating work activities of organizations so that they are completed effectively and efficiently with and or through others.

Another management skill required for success in entrepreneurship is record keeping. Record keeping simply means the act of documenting all activities of the day to day running of a business. In other words, it is the documentation of all financial activities and other transactions, e.g receiving; purchasing; collections; and giving and selling. Record keeping is often neglected by most entrepreneurs. This is a skill that Business Education graduates must acquire for continuity and survival of an enterprise. Any form of business enterprise needs the keeping of records. Ezeibe and Edafiohio (2014) listed the importance of keeping records in a business enterprise to include: (i) It gives a clear picture of the financial records of a business and other transactions. (ii) It can be used as a tool to show and convince banks and other lending bodies and how the business is operating. (iii) It can assist entrepreneurs in the development of their business plans. (iv) It makes it easy to account for money borrowed or donated. (v) It allows one to discern the financial position of the business at a glance. (vi) It alerts entrepreneurs about when payment and amounts should be made or collected. (vii) It allows entrepreneurs to easily determine the assets and liabilities of their businesses. (viii) It makes it easy for an entrepreneur to see how much capital has been invested in the business. Business education is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies and accounting (Osuala, 2009). Agwumezie in Ezeani (2012) sees Business Education as a programme in education that prepares students to enter and advance in jobs within a business. According to Igboke (2000), Business Education is a dynamic field of study, geared towards preparing youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. Ubulom and Enyoghasim (2012) see business education as an aspect of educational process, which provides an individual with the pedagogical and business competencies necessary for teaching of business concepts, knowledge, attitudes, and skills for personal use as an employee or employer and for participation as a business teacher. In this study, business education is a broad range of competencies and

advancement in it. The programme is offered in institutions of higher learning especially where teachers are trained especially at the colleges of education.

A college of education, according to the Nigerian Academy of Management Administration (2014), is an educational institution meant to prepare individuals to be leaders and practitioners in education and related human service fields. It is also responsible for expanding and deepening understanding of education as a fundamental human endeavour in helping the society define and respond to its educational responsibilities and challenges. Ubong and Wokocha (2009) stated that a college of education prepares the individual for careers in teaching, employment in industries, civil service and business establishment as well as self-employment. In this study, college of education is an educational institution saddled with the responsibilities of training students and or preparing the individuals for careers in teaching, and other areas of employments. There are three colleges of education in Nasarawa state, namely: Nasarawa State College of Education, Akwanga; Ipere College of Education, located at Agyaragu, and Hill College of Education, GwanjeAkwanga. All the three colleges of education offer Business Education programme, which leads to the award of Nigeria Certificate in Education (NCE) to graduates after three years of study in the colleges. Nasarawa State College of Education is owned by the state government, while Hill College of Education and Ipere College of Education are owned by private individuals approved by the State Government. These colleges of education produce NCE graduates including Business Education every year. Since Nasarawa State is a civil service state, all the graduates compete for civil service jobs that are not always available. Meanwhile, the objectives of Business Education at NCE level, according to NCCE Minimum Standards for Vocational and Technical Education (FRN, 2012), among others are: to produce well qualified and competent NCE graduates in Business Education who will be able to teach all business subjects in secondary schools and other related educational institutions; and to equip NCE graduates in Business Education with the right skills that will enable them engage in a life of work in the office as well as self-employment.

Self-employment is where one works for himself and takes control of all decisions about the business as a worker-manager. Abdulkarim (2012) defined self-employment as working for oneself. This means that the owner is his own boss as he takes control and decisions concerning the business. Self-employment is mostly available in skill-oriented areas such as plumbing, computer business centres, independent marketers, wholesalers, retailers, and other professional areas such as insurance and micro-finance banking (Osuala, 2008). Self-employment is seen as a way of reducing poverty and unemployment as it contributes to the government's goal of achieving growth and more jobs (Weligamage, 2009). To be self-employed, the NCE Business Education

graduate must acquire the necessary entrepreneurial skills required for sound control over a business enterprise or paid job. Self-employment therefore is a situation where one is working for himself or herself e.g. an individual that is engaged in the business of transporting goods and services from one place to other places, or a person who owns a poultry farm; rearing chickens for the production of eggs and meat is said to be self-employed. From the socio-psychological perspective, every individual has the liberty to choose from many existing entrepreneurship ventures in the economy which is thus, based on personality and opportunities. This predicates the choice of trait-factor theory as framework of the study.

The Trait-Factor Theory was propounded by Parsons in 1909. The theory holds that a person should have a complete and clear understanding of himself, his aptitudes, interests, resources, and limitations prior to making an occupational choice. The theory assumes that an individual's abilities and interests can be attached with the vocational opportunities in the world of work. That is to say that once the entrepreneurial skills the Business Education graduates require are acquired, the choice to start up a business is inevitable. According to Parsons (1909) as cited in Flanigan (2011), an individual must be aware of the requirements, conditions for success, and prospects in different occupations. That is why the theory is based on individual's abilities and interests. The trait-factor theory assumes that it is possible to "trail" or "track" an individual into an occupation using the trait factor. The theory is related and relevant to the present study in that business education graduates must have acquired the abilities i.e. the creative skills, management skills, decision-making skills, problem-solving skills, financial and accounting skills, interpersonal skills etc. These skills could spur their interests prior to choice of an entrepreneurial venture. The theory also shows that for business education graduates to be successfully employed, whether in paid employment or self-employment, they should possess the requisite skills to succeed in the employment.

From the foregoing, it is clear that every Business Education graduate should possess entrepreneurial skills to enable him/her to be self-employed. This is because Business Education graduates are mandatorily or compulsorily required to take courses in entrepreneurship education as prerequisites for graduating from colleges of education. The graduates therefore, supposed to have acquired entrepreneurial skills such as creative thinking skills and managerial skills which are essential for self-employment. Incidentally, the high rate of unemployment among the graduates shows that they lack the requisite entrepreneurial skills for self-employment. The absence of these skills retards their progress in chosen ventures, whether in paid or self-employment; and also denies them employment both in the public and private establishments. It is against this background that the researcher finds it imperative to conduct this study to determine the entrepreneurial skills required by Business Education

graduates of colleges of education for self-employment in Nasarawa State. An outstanding human capital assumption is that after finishing formal tertiary education, graduates should be able to make successful transition from their institutions of higher learning to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens and selfless leaders. It is also believed that at graduation, young people should have developed additional skills through training and experience that could further enhance their opportunities, capabilities and success in their life endeavours especially for self-employment.

In spite of the enormous business opportunities and favourable business environment in Nasarawa State by virtue of its strategic location on the trunk 'A' road and numerous agro-produce, Business Education graduates still roam the street in search of jobs. The worst hit is those who could not be employed as teachers by government and even private proprietors. There are many colleges of education that turn out Business Education graduates every year. Incidentally, the state governor, Alhaji Tanko Almakura on assumption of office in 2011 put embargo on employment for all levels of the civil service including teaching, which has caused very high rate of unemployment in the state. This high unemployment situation has caused lots of frustration and inferiority complex amongst graduates including NCE graduates of Business Education. This situation if not addressed could lead to youth restiveness, drug abuse, social conflicts, hooliganism, poverty, thuggery, ethno-political clashes and other social ills in Nasarawa State. Due to growing concerns by stakeholders, series of studies have been conducted.

A few empirical studies were located during literature search. For instance, Eze et al. (2016) assessed entrepreneurial skills needed for self-employment by business education graduates in Delta State. The findings indicated that business education graduates in Delta State highly need accounting and office technology, and management skills for self-employment. Abanyam (2014) carried out a study on self-employment skills possessed by business education students of colleges of education for sustainable development in Cross River State. The study examined creative skills, marketing skills and accounting skills possessed by business education student for self-employment. The findings showed that business education students do not possess the aforementioned skills. Furthermore, Odokoro (2014) determined human and material resource management competencies required by small and medium scale enterprises for economic success in Enugu State. The results revealed that small and medium scale entrepreneurs in Enugu State required all the 90 identified resource management competencies for economic success. Abama (2013) determined the entrepreneurial competencies needed by polytechnic graduates of Electronics for employability in North-Eastern Nigeria. The findings revealed that the use of computer software for

data processing and word processing was most highly required as managerial skill, while the demonstration of integrity was the most highly required for interpersonal skills. Most of the skills did not show any significant difference between the opinions of graduates and entrepreneurs on all the areas of entrepreneurial skills studied. In another study, Amuludun (2010) identified and determined the modern workplace employability characteristics required by polytechnic Electrical Electronics graduates in the South-Western Zone of Nigeria for successful job performance. It was found that personal attributes, self-management skills, communication skills, high-order thinking skills and technology skills were all needed employability characteristics required by polytechnics Electrical and Electronic graduates for successful participation in the modern workplace.

It is quite disheartening that the Nasarawa state government has placed embargo on employment since 2011 till date. As a result, the unemployment rate in the state is high since the state government cannot absorb all the graduates including the NCE Business Education graduates. Only very few of the NCE Business Education graduates are absorbed in secondary schools to teach Business Studies. The majority of the Business Education graduates are found roaming about in the state in search of jobs that are not available, thus increasing the unemployment rate in the state, and other social vices such as: youth restiveness, drug abuse, social conflicts, hooliganism, poverty, thuggery, ethnic-political clashes. In a focus group discussion (FGD) with some NCE Business Education graduates by one of the researchers, the graduates lamented their repeated patronage to Federal Capital Territory-Abuja for jobs only to find none in numerous organizations. The implication of the above is that the Business Education programme, which is aimed at graduating knowledgeable, skilled, and competent individuals that could be self-employed and also create jobs in the society, thereby reducing the unemployment problem in the state, does not seem to be achieving her objectives.

Also, despite the fact that the graduates from colleges of education were taught entrepreneurship education, the graduates seem not to have acquired the appropriate entrepreneurial skills required for self-employment. It is on this note that the study sought to determine the creative thinking and managerial skills training need of Business Education graduates of colleges of education for self-employment in Nasarawa State Nigeria.

### **Purpose of the study**

The general purpose of this study is to find out the entrepreneurial skills training needs of Business Education graduates of colleges of education for self-employment in Nasarawa State, Nigeria. Specifically, the study sought to

determine the:

1. Creative thinking skill training needs of the Business Education graduates for self-employment in Nasarawa State.
2. Managerial skill training needs of the Business Education graduates for self-employment in Nasarawa State.

### **Research questions**

The following research questions guided the study:

1. What are the creative thinking skill training needs of Business Education graduates of colleges of education for self-employment in Nasarawa State?
2. What are the managerial skill training needs of Business Education graduates of colleges of education for self-employment in Nasarawa State?

### **Hypotheses**

**HO<sub>1</sub>:** There is no significant difference between the mean responses of entrepreneurs and Business Education graduates of colleges of education on the creative thinking skill training needs of the graduates for self-employment.

**HO<sub>2</sub>:** There is no significant difference between the mean responses of entrepreneurs and Business Education graduates of colleges of education on the managerial skill training needs of the graduates for self-employment.

### **METHODOLOGY**

The study was carried out in Nasarawa State. This study adopted descriptive survey research design. The population for the study is 112. Accidental sampling technique was adopted to select 49 NCE Business Education graduates from various primary and secondary schools of Nasarawa State. While 63 entrepreneurs 9 each, were selected using purposive sampling technique in Akwanga, Keffi, Karu, Lafia, Nasarawa, Nasarawa-Eggon and Doma towns all in Nasarawa State. The instrument for data collection was a structured questionnaire. A structure questionnaire titled: Entrepreneurial skill training needs of Business Education graduates (ESTNBEGQ) was developed by the researcher. The response categories for the section A and B were 4-point rating scale which ranges from 4-1: [very highly important/very high performance (4), important/high performance (3), slight important/little performance (2) and not important/no performance (1)]. The instrument was face-validated by three experts from Department of Business Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka.

The instrument was trial tested on an accidental sample of 20 respondents: 10 of Business Education graduates from College of Education Gindiri, and 10 of entrepreneurs in Gindiri town in Plateau State, Nigeria since they were not part of the population for this study. Cronbach Alpha method was used to determine the internal consistency of the questionnaire items and the reliability coefficients ( $\alpha$ ) from the average of sections A and B obtained was 0.85. Mean and training need index (TNI) for both expressed importance and level of performance scales respectively were used to answer the research questions. The training needs were determined using the formula;

$$PG = \bar{x}_r - \bar{x}_p,$$

Where: PG = Performance Gap,  $\bar{x}_r$  = Mean of the expressed importance category, and  $\bar{x}_p$  = Mean of the performance category.

Therefore, when the mean value of PG = (+) value, it indicated that training was needed for the particular skill. This means the mean of level of performance was lower than the mean of expressed importance. But when the mean value of PG = (-) or PG = (0) value, it indicated that no skill training was needed because the mean of level of performance in that item was greater than or equal to the mean of expressed importance. The hypotheses for the study were tested at 0.05 level of significance using t-test statistic. In taking decision for hypotheses, where the p-value was greater than or equal to 0.05-level of significance, the null hypothesis was accepted, but where the p-value was less than 0.05-level of significance, the null hypothesis was rejected.

## RESULTS

The data in Table 1 revealed that 10 items out of 12 items had positive performance gap values that ranged from 0.07 to 0.43, indicating that the Business Education graduates need training in the 10 skill items. These items included 1, 3, 4, 6, 7, 8, 9, 10, 11, 12 and overall, respectively, while items 2, and 5 indicated training not needed because their performance gap (PG) value were zero or less than zero. The result of analysis had a grand performance gap of 0.13 which indicated that the business education graduates need training in all creative thinking skills in Table 1.

The data presented in Table 2 revealed that 9 items out of 10 items had positive performance gap values that ranged from 0.07 to 0.40, indicating that the Business Education graduates need training in the 9 skill items. The result of analysis was further confirmed by the grand performance gap of 0.19 which indicated that the Business Education graduates need training in all managerial skills listed in Table 2.

For the hypotheses, Table 3 presents the summary of t-test analysis on the responses of the entrepreneurs and

the graduates on creative thinking skills training needs of the graduates for self-employment in Nasarawa State. The data revealed that items 3 and 6 had probability value of 0 to 0.02 which are less than the criterion value of 0.05 at 110 degree of freedom. This means that there is significant difference between their responses with reference to the items. Hence, the null hypothesis of no significant difference between the mean ratings of entrepreneurs and graduates on items 3 and 6 were rejected. On the other hand, the null hypothesis of no significant difference for items 1, 2, 4, 5, 7, 8, 9, 10, 11 and 12 was not rejected since the p-value of these items, ranging from 0.09 to 0.88, which are greater than 0.05. Hence, the null hypothesis is upheld that there is no significant difference between the mean ratings of entrepreneurs and graduates on creative thinking skills training needs.

Table 4 presents the summary of t-test analysis on the responses of the entrepreneurs and the graduates on managerial skills training needs for self-employment in Nasarawa State. The data revealed that items 3, 5, 7 and 8 had probability value of 0 to 0.02 which are less than the criterion value of 0.05 at 110 degree of freedom. This means that there is no significant difference between their responses with reference to the items. Hence, the null hypothesis of no significant difference between the mean ratings of entrepreneurs and graduates on managerial skills training needs for items 3, 5, 7 and 8 was not rejected. On the other hand, the null hypothesis of no significant difference for items 1, 2, 4, 6, 9 and 10 was rejected since the p-value of these items, ranging from 0.24 to 0.73 which are greater than 0.05. The result indicated a grand p-value of 0.03 which is less than the set probability value of 0.05 which indicates a significant value. Hence, the null hypothesis is accepted because there is no significant difference between the mean ratings of entrepreneurs and graduates on managerial skills training needs.

## DISCUSSION OF FINDINGS

The findings of this study were discussed in relation to the two research questions and two null hypotheses tested. The data presented in Table 1 provided answer to research question 1. The findings revealed that business education graduates need skills training in 10 creative thinking skill items. The skills include: ability to identify business opportunities, set appropriate business goals, make long and short term planning, organize resources for goal attainment, ability to work under pressure, make appropriate use of feedback, evaluate all activities based on 'set goals, motivate workers innovatively to increase productivity, ability to cope with uncertainty and ability to reason analytically and synthetically. This finding is in agreement with the view of Abanyam (2014) whose findings showed that business education students do not possess very clear creative thinking skills for self-employment and sustainable development. The findings

**Table 1.** Analysis of the mean responses of respondents on the perceived levels of importance and expressed levels of performance on creative thinking skills training needs of Business Education graduates: Entrepreneurs 63, Graduates 49 (N = 112).

S/N	Skill Items	$\bar{x}_r$	$\bar{x}_p$	PG= $\bar{x}_r - \bar{x}_p$	Remarks
1	Ability to identify business opportunities	3.44	3.34	0.10	TN
2	Generation of ideas suitable to the opportunities	3.29	3.41	-0.12	TNN
3	Set appropriate business goals	3.45	3.38	0.07	TN
4	Make long and short term planning	3.57	3.40	0.17	TN
5	Take decisions and act upon them	3.29	3.34	-0.05	TNN
6	Organize resources for goal attainment	3.70	3.46	0.24	TN
7	Evaluate all activities based on' set goals	3.73	3.40	0.33	TN
8	Make appropriate use of feedback	3.29	3.22	0.07	TN
9	Ability to work under pressure	3.67	3.29	0.38	TN
10	Motivate workers innovatively to increase productivity	3.29	3.20	0.09	TN
11	Ability to cope with uncertainty	3.68	3.25	0.43	TN
12	Ability to reason analytically and synthetically.	3.76	3.37	0.39	TN
	Grand mean	3.51	3.38	0.13	TN

PG= Performance Gap;  $\bar{x}_r$ = Mean of the perceived importance category;  $\bar{x}_p$ = Mean of the Performance Category; **TN**= Training Needed; **TNN**= Training Not Needed.

**Table 2.** Analysis of the mean responses of respondents on the perceived levels of importance and expressed levels of performance on managerial skills training needs of Business Education graduates: Entrepreneurs 63, Graduates 49 (N = 112).

S/N	Skill Items	$\bar{x}_r$	$\bar{x}_p$	PG= $\bar{x}_r - \bar{x}_p$	Remarks
1.	Time management	3.68	3.38	0.30	TN
2.	Ability to make decisions and act on such decisions	3.35	3.46	-0.11	TNN
3.	Ability to employ quality staff	3.79	3.39	0.40	TN
4.	Wise sourcing and use of finances	3.46	3.26	0.20	TN
5	Proper and adequate keeping of records	3.51	3.25	0.26	TN
6.	Preparing simple budget and forecasting sales	3.70	3.37	0.33	TN
7.	Take stock of goods at all times	3.64	3.29	0.35	TN
8.	Keep debtors and creditors' ledgers	3.61	3.31	0.30	TN
9.	Keeping sales and purchases records daily	3.51	3.26	0.25	TN
10.	Effective negotiation skills	3.28	3.21	0.07	TN
	Grand mean	3.55	3.36	0.19	TN

PG= Performance Gap;  $\bar{x}_r$ = Mean of the perceived importance category;  $\bar{x}_p$ = Mean of the Performance Category; **TN**= Training Needed; **TNN**= Training Not Needed.

also showed that business education graduates did not need training in 2 skill items. The skills include: generation of ideas suitable to the opportunities and take decisions and act upon them. In general, the business education graduates need training in creating thinking skills for self-employment in Nasarawa State. The finding is in agreement with Charles (2013) that acquiring skills can provide employment and self-reliance for the individuals through the establishment of training centres. More so, possessing entrepreneurial skills is required in order to be able to function effectively and efficiently in any given job. The result of the findings indicated a p-value of 0.93 which shows that the null hypothesis of no significant difference between the mean responses of entrepreneurs and graduates on creative thinking skills training needs of

Business Education graduates was upheld.

The data presented in Table 2 provided answer to research question 2. The findings revealed that Business Education graduates need skills training in 9 managerial skills items. The skills include: time management, ability to employ quality staff, wise sourcing and use of finances, proper and adequate keeping of records, preparing simple budget and forecasting sales, taking stock of goods at all times, keeping sales and purchases records daily, keeping debtors and creditors' ledgers and effective negotiation skills. This finding is in agreement with Eze et al. (2016) that Business Education graduates in Delta State highly need management skills for self-employment and developmental sustainability.

The findings also showed that Business Education

**Table 3.** The t-test analysis of the mean responses of entrepreneurs and Business Education graduates on the creative thinking skill training needs: Entrepreneurs 63, Graduates 49 (N=112).

S/N	Skill Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	Df	t-cal	P-Value	Remark
1	Ability to identify business opportunities	3.44	0.53	3.34	0.61	110	-0.15	0.88	NS
2	Generation of ideas suitable to the opportunities	3.29	0.62	3.41	0.63	110	-0.61	0.54	NS
3	Set appropriate business goals	3.45	0.50	3.38	0.45	110	-3.56	0	S
4	Make long and short term planning	3.57	0.53	3.40	0.50	110	-0.37	0.71	NS
5	Take decisions and act upon them	3.29	0.62	3.34	0.63	110	-0.61	0.54	NS
6	Organize resources for goal attainment	3.70	0.53	3.46	0.39	110	2.38	0.02	S
7	Evaluate all activities based on' set goals	3.73	0.51	3.40	0.39	110	1.71	0.09	NS
8	Make appropriate use of feedback	3.29	0.62	3.22	0.63	110	-0.61	0.54	NS
9	Ability to work under pressure	3.67	0.49	3.29	0.45	110	1.29	0.20	NS
10	Motivate workers innovatively to increase productivity	3.29	0.62	3.20	0.63	110	-0.61	0.54	NS
11	Ability to cope with uncertainty	3.68	0.48	3.25	0.46	110	0.71	0.48	NS
12	Ability to reason analytically and synthetically.	3.76	0.45	3.37	0.41	110	0.80	0.42	NS
	Grand	3.51	0.26	3.38	0.29	110	-0.09	0.93	NS

$\bar{x}_1$ = Mean of Entrepreneurs;  $\bar{x}_2$ = Mean of Graduates; SD<sub>1</sub>= Standard deviation of Entrepreneurs; SD<sub>2</sub>= Standard deviation of Graduates; df= degree of freedom; P-value= Probability value (2-tailed); t-cal= test calculated; S= Significant; NS= Not Significant.

**Table 4.** The t-test Analysis of the mean responses of entrepreneurs and Business Education graduates on the managerial skill training needs: Entrepreneurs 63, Graduates 49 (N=112).

S/N	Skill Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	Df	t-cal	P-Value	Remark
1.	Time management	3.68	0.53	3.38	0.48	110	-0.47	0.64	NS
2.	Ability to make decisions and act on such decisions	3.35	0.61	3.46	0.55	110	-0.68	0.50	NS
3.	Ability to employ quality staff	3.79	0.50	3.39	0.28	110	2.95	0	S
4.	Wise sourcing and use of finances	3.46	0.59	3.26	0.58	110	-0.43	0.67	NS
5.	Proper and adequate keeping of records	3.51	0.50	3.25	0.49	110	2.35	0.02	S
6.	Preparing simple budget and forecasting sales	3.70	0.48	3.37	0.43	110	1.19	0.24	NS
7.	Take stock of goods at all times	3.64	0.56	3.29	0.41	110	2.85	0.01	S
8.	Keep debtors and creditors' ledgers	3.61	0.64	3.31	0.43	110	2.46	0.02	S
9.	Keeping sales and purchases records daily	3.51	0.54	3.26	0.51	110	-0.34	0.73	NS
10.	Effective negotiation skills	3.28	0.64	3.21	0.63	110	2.18	0.47	NS
	Grand	3.55	0.27	3.36	0.19	110	0.73	0.03	S

$\bar{x}_1$ = Mean of Entrepreneurs;  $\bar{x}_2$ = Mean of Graduates; SD<sub>1</sub>= Standard deviation of Entrepreneurs; SD<sub>2</sub>= Standard deviation of Graduates; df= degree of freedom; P-value= Probability value (2-tailed); t-cal= test calculated; S= Significant; NS= Not Significant.

graduates did not need training in one skill item; ability to make decisions and act on such decisions. Generally, the result indicated that the Business Education graduates need training in managerial skills for self-employment in Nasarawa State. The findings of this study are also in agreement with Oko (2011) who found that there is the need for entrepreneurs and employees to acquire the required managerial competencies in order to be successful in their enterprises. The findings also agree with Odokoro (2014) whose results revealed that small and medium scale entrepreneurs required resource management competencies for economic success. Similarly, the result of the findings indicated a p-value of 0.03 which means that the null hypothesis of no significant difference between the mean responses of entrepreneurs and graduates on communication skills training needs of

Business Education graduates was rejected.

## Conclusion

The purpose of the study was to find out the entrepreneurial skills training needs of Business Education graduates for self-employment in Nasarawa State. Data were collected, analyzed and interpreted. Foremost, the study concluded that since out of 12 items presented to determine the creative thinking skills training needs and the result indicated that the Business Education graduates did not need training in only 2 skill items then the creative thinking skill was grossly lacking. This result means that the graduates were not lacking in skills for generating suitable business ideas based on the opportunities and



skills in taking decisions and acting upon them. Secondly, the findings of the study also revealed that out of 10 items presented to determine the managerial skills training needs, the business education graduates did not need training in just 1 skill item. This also revealed that the Business Education graduates are capable of decision-making and are also able to act on their entrepreneurial decisions. Therefore, on the overall, the finding of this study suggests that Business Education graduates need training in both creative thinking and managerial skills for self-employment.

## Recommendations

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

1. The government through the National Commission for Colleges of Education should set up special grants for regular training and retraining of Business Education (NCCE) graduates to prepare them for self-employment opportunities and training in Nasarawa State. This would help bring them up-to-date with modern ideas and methods that will enhance self-employment and job sustainability in Nasarawa State.
2. Government should also regularly organize seminars; workshops conferences for business education graduates after graduation to enable them establish sustainable businesses in Nasarawa State.
3. Additionally, the government should ensure the provision of communication facilities such as a steady internet-access, distribution of laptops and other computer devices for Business Education graduates to enhance their communication skills for self-employment.
4. The government and non-governmental agencies should provide adequate training tools, facilities and equipment for the Business Education graduates in order to enhance their job creation and job sustainability skills for the development of the society.

## CONFLICT OF INTEREST

The authors declare that there is no conflict of interest as all authors contributed equally.

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