

# Competencies Required by Business Education Students in Acquisition of Entrepreneurial Skills for Job Security in Nigeria

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## ABSTRACT

The study was carried out to determine the competencies required by business education students in acquisition of the entrepreneurial skills for job security in Nigeria. To achieve the objectives of the study, two research questions were developed and answered while two null hypotheses were formulated to guide the study and tested at 0.05 level of significance. The population of the study consisted of 700 business education students in Emmanuel College of Education, Oyo State, Nigeria. Simple random sampling technique was adopted in selecting 169 respondents for the study.

The questionnaire was face-validated by three experts. The reliability test yielded 0.76. The data collected from the respondents were analyzed using mean and standard deviation while t-test statistics were used to test the two null hypotheses. The findings from the study showed that all the competencies stated are required by the respondents in acquisition of entrepreneurial skill for job security in Nigeria. However, recommendations such as organization of training in ICT, seminar and conference and business education students' familiarity with business news were made based on the finding from the study.

(Keywords: entrepreneur, skills, job security, business education)

## INTRODUCTION

Over the years, society's attention has been drawn to the grave consequences of increasing unemployment, poverty and declining standard of living in Nigeria. All over the world and especially

among the developing nations of the world, much emphasis is now placed on making education more responsive to the needs of the people by equipping learners with competencies required in management, finance and information and communication technology that would make them productive citizens.

According to UNESCO (2009) equipping the learners with productive skills is to reduce the tide of such challenges facing the youth as global financial economic crises, unemployment and poverty deepen. The same UNESCO document emphasized that young people need entrepreneurial skills-oriented anchors that will enable them to cope with global tension, pressures, and unemployment. Such skills include management, and information and communication technology skills are better acquired through business education programs.

Business education is a form of education designed with the main aim of inculcating business values, ethics and knowledge which are necessary for successful participation of youths in business world. Business education is a program charged with the responsibility of facilitating competency and skills acquisition among Nigerian youths because competencies in entrepreneurship are necessary requirement needed by entrepreneurs to succeed in any form of business.

An entrepreneur is someone who starts or operates a business venture and assumes the responsibility for it. Entrepreneur, according to Chinweonyilofor (2011) is a business operator working within and outside an organization and is subjected to risk bearing for which the

entrepreneur expects financial and other emoluments. Anyakoha (2006) viewed an entrepreneur as someone who chooses or assumes risks, identifies business opportunity, gathers resources, initiate actions and establishes an organization or enterprise to meet such demand or market opportunities.

Also, Nwagu (2007) defined entrepreneurship as the ability and process of bringing together the factors of production which include, land, labor, and capital so as to provide a product or services for public consumption. Entrepreneurial skills as viewed by Meredith, Nelson, and Necj (2000) are those abilities possessed by entrepreneur to undertake an enterprise. This is to say that entrepreneurial skills are the ability to manipulate input resources efficiently within a particular enterprise to achieve a production goal. It is regarded as the knowledge, skills and attitudes acquired by graduate of business education through year of training in business subjects to identify business opportunities, stimulate creativity and innovation and transforming ideas to practical and economic activities for maximized output in their various business enterprise for sustainable livelihood.

Okoro (2007) argued that for business objectives to be achieved, series of competencies must be acquired and appropriately utilized; such skill in which competency is required for entrepreneurship development include management, and information and communication technological skills.

Management function involves planning, organizing, coordination and controlling of the activities of business establishment. Kanu (2010) indicated that management is the process of getting done through the efforts of others. Management skill is indispensable because an understanding of the nature of management skills is necessary for effective direction of business enterprise and the possession of this skill helps the manager and entrepreneur in achieving its organizational objectives, organize resources, coordinate the human resources, relate well with customers and lead effectively with appropriate means of communication.

In the business world today, entrepreneurial prosperity requires information and communication technology. Federal Government of Nigeria (2001) described information and communication technology as interconnected

systems of equipment that are used in automatic acquisition, storage, manipulation, control and transmission of information from one individual to another. Ngwurnkwen (2005) stated that ICT is the use of telecommunication gadgets and other applications that are concern with the generation, processing and sharing of information among members of the local/global society. In fact, information and communication technology has made access to information more convenient even in terms of exchange of goods and services most importantly in the marketing of goods.

Through business education program, it is expected that the students should acquire management and information communication and technology skills. Business education students are expected to set up business and manage business enterprise successfully upon graduation. In fact, business education students are expected to be qualified and be competent enough to work as an employee to secure his or her jobs and also to be an employer considering the ample of learning experiences being exposed to while in school. Job security according to James (2012) is defined as the assurance in an employee's job continuity due to the general economic conditions in the country.

BusinessDictionary (2019) stated that job security is an employee's assurance or confidence that they will keep their current job for a longer period as they so wish. It deals with the chances of employees keeping their jobs in order not be employed (Simon, 2011). Job security as it is expressed in this study focused on the knowledge, skills, and competencies required by the business students to become a functional entrepreneur who will be able to prosper in the face of any economic challenges utilizing and adopting necessary skills. But, observations show that business education graduates produced yearly from the colleges of education seem not to have hope of getting employment after graduation. It is also doubtful whether most of them who have secured employment or established business of their own could maintain it because unemployment trends still obvious in the life of Nigerian youths. There seems to be a gap between business education program and entrepreneurial skills required for the students to be gainfully employed or self-employed after graduation. Hence, the study investigated the competencies required in acquisition of the entrepreneurial skills for job security in Nigeria.

## **Statement of the Problem**

The major rationale behind the introduction of business education program in the Colleges of Education in Nigeria is to provide necessary competencies and skills that will be enough for its recipients to become entrepreneur and also competent to keep his or her jobs. However, hundreds of thousands of graduates (business education graduates inclusive) produced yearly from Nigerian colleges of education are unemployed and consequently resorting to armed robbery, touting and other misdeeds in order to live.

Given that graduates are unemployed the observation shows that those that got jobs or established their own businesses still find it difficult to prosper which may be as a result of their inability to acquire the competencies required for job security. Hence, this study examined competencies required in acquisition of entrepreneurship skills for job security in Nigeria by business education students in colleges of education.

## **Purpose of the Study**

The main purpose of the study was to examine competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria. Specifically, the study examined the:

1. Managerial competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria.
2. Information and communication technologies competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria.

## **Research Questions**

The following research questions were raised to guide the study:

1. What are the managerial competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria?

2. What are the information and communication technologies competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria?

## **Research Hypotheses**

Two null hypotheses were tested at 0.05 level of significance.

**H01:** There is no significant difference in the mean responses of male and female respondents on the management competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria.

**H02:** There is no significant difference in the mean response of male and female respondents on the information communication and technologies competencies required by business education students in acquisition of entrepreneurship skills for job security in Nigeria.

## **METHODOLOGY**

The study adopted descriptive survey research design. The population for the study consists of 700 business education students of Emmanuel Alayande College of Education, Oyo, Oyo State Nigeria. Simple random sampling technique was adopted in selecting one hundred and sixty-nine (169) respondents for the study. Instrument for data collection for this study was a structured questionnaire developed by the researcher titled: competency required in entrepreneurship skills.

The items generated are based on the literature reviewed and it is divided into two sections. Section A contains personal information of the respondents comprising gender status of the respondents. Section B contains 20 items divided into parts (1-2). The items are structured on a four-point scale using response of Very Much Required (VMR), Required (R), Fairly Required (FR), and Not Required (NR). The instrument was face-validated by three experts from the Department of Business Education, Emmanuel Alayande College of Education, Oyo.

The validated instrument was trial-tested on 30 business education students from Osiele College of Education. The data collected from the trial testing was analyzed using Cronbach Alpha to establish internal consistency of the instrument

for the study and a reliability coefficient of 0.87 was obtained. A total of 169 copies of the questionnaire was distributed and administered to the respondents. The data generated from the instrument was analyzed using mean, standard deviation to answer research questions while t-test statistic was used to test the two hypotheses at 0.05 level of significance. For the purpose of analysis and interpretations, any item with mean value of 2.50 above was considered required while any item with mean value below 2.50 was considered as not required.

entrepreneurship skills for job security in Nigeria by Business Education Students?

The data presented in Table 1 shows that all the managerial competencies are required by the business education students in acquisition of entrepreneurial skills for job security in Nigeria. The means of the items ranged from 3.17 to 3.55 with standard deviation values which ranged from 0.56 to 0.66 showed that the opinion of the respondents were not too far from the mean or from one another in their responses.

## DATA ANALYSIS AND RESULTS

**Research Question 1:** What are the managerial competencies required in acquisition of

**Research Question 2:** What are the information and communication technologies competencies required in acquisition of entrepreneurship skills for job security in Nigeria by business education students in colleges of education?

**Table 1:** Mean and Standard Deviations Responses of the Respondents on the Managerial Competencies Required in Acquisition of Entrepreneurial Skills for Job Security in Nigeria by Business Education Students.

S/n	Item Statement	X	SD	Decision
1.	Good planning competency	3.18	0.61	Required
2.	Implementation competency	3.15	0.56	Required
3.	Coordinating competency	3.53	0.60	Required
4.	Influential competency	3.41	0.65	Required
5.	Evaluative competency	3.17	0.61	Required
6.	Organizing competency	3.14	0.57	Required
7.	Inventory competency	3.44	0.62	Required
8.	Goal setting competency	3.52	0.60	Required
9.	Motivating competency	3.42	0.66	Required
10.	Time consciousness competency	3.55	0.59	Required

Source: Field Survey 2018

**Table 2:** Mean and Standard Deviation Responses of the Respondents on the Information and Communication Technology Competencies Required in Acquisition of Entrepreneurship Skills for Job Security in Nigeria by Business Education Students.

S/n	Item statement	Mean	SD	Decision
1.	Operate computer	3.54	0.61	Required
2.	Create an e-mail	3.52	0.58	Required
3.	Access website	3.50	0.59	Required
4.	Access the internet through mobile phones	3.60	0.50	Required
5.	Produce text document	3.47	0.59	Required
6.	Save documents	3.39	0.61	Required
7.	Retrieved saved documents	3.45	0.62	Required
8.	Download information from the internet	3.57	0.54	Required
9.	Use internet for e-commerce	3.55	0.54	Required
10.	Use internet for e-shopping	3.50	0.56	Required

The data presented in Table 2 shows that the ICT competencies for job security in Nigeria were rated required by business education students. The means ranged from 3.39 to 3.60. The respondents were also close in their opinion as evidenced from the standard deviation which ranged from 0.54 to 0.62

### **Test of Hypotheses**

**H01:** there is no significant difference between the mean responses of male and female respondents on the managerial competencies required in acquisition of entrepreneurship skills for job security in Nigeria by Business Education Students.

**Table 3:** T-Test Result of the Mean Responses of Male and Female students on the Managerial Competencies Required in Acquisition of Entrepreneurship Skills for Job Security in Nigeria by Business Education Students.

S/n	Variables	No	Mean	SD	df	t-tab	t-cal	Rmk.
1.	Male	71	3.34	0.62	167	1.98	0.79	NS
2.	Female	98	3.35	0.57				

Table 3 revealed that the overall value of calculated t-value was 0.79 which less than t-table of 1.98 at 0.05 level of significance and at 167 degree of freedom (df). Therefore, the null hypothesis of no significant difference between the mean responses of male and female respondents on the managerial competencies required in acquisition of entrepreneurship skills for job security in Nigeria by Business Education Students was accepted. As such from the analysis both male and female respondents share identical opinion.

**Table 4:** T-Test Result of the Mean Responses of Male and Female students on the Information and Communication Technology Competencies Required in Acquisition of Entrepreneurship Skills for Job Security in Nigeria by Business Education Students.

S/n	Variables	No	Mean	SD	df	t-tab	t-cal	Rmk.
1.	Male	71	3.50	0.57	167	1.98	0.73	NS
2.	Female	98	3.72	0.63				

Table 4 revealed that the overall value of calculated t-value was 0.73 which less than t-table of 1.98 at 0.05 level of significance and at 167 degree of freedom (df). Therefore, the null hypothesis of no significant difference between the mean responses of male and female respondents on the Information and Communication Technology competencies required in acquisition of entrepreneurship skills for job security in Nigeria by Business Education Students was accepted. As such from the analysis both male and female respondents share identical opinion.

### **Discussion of Findings**

The findings of the study revealed that business education students required the following managerial competencies in acquisition of entrepreneurial skills for job security in Nigeria. Good planning, implementation, coordinating, influential, evaluative, organizing, inventory, goal setting, motivating, time consciousness competencies. This implied that managerial competencies are required by business education students for job security in Nigeria. This corroborated with the earlier findings of Okoro and Dajur (2011) who said management involves coordination of resources through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Also, Wehrich and Koots (2005) corroborated that business education students required managerial competencies in order to direct and influence his/her subordinates to perform certain tasks because if manager is a good motivator, he/she can inspire and direct them to do their best for the organization.

The result of the Table 2 revealed that ICT makes business enterprise more effective and productive. Thereby engendering a variety of tools to enhance and facilitate business activities. It is found in this study that business education students required the following ICT competencies: ability to operate computer, create an-email, access website, access the internet through mobile phones, produce text document, retrieve save documents, download information from the internet, use internet for commerce and ability to use internet for e-shopping. This is line with Akarahu (2011) who indicated that business education students required entrepreneurial skills like being able to boot computer, use of computer

keyboard and mouse in typesetting, formatting, retrieving and printing of document, use of computer program software such as Word Perfect, page-maker and windows.

It was found that there was no significant difference in the mean response of male and female respondents on the managerial competencies required by business education students in acquisition of entrepreneurial skills for job security in Nigeria. The implication of this finding is that gender status of the respondents did not significantly affect their opinion.

It was found that there was no significant difference in the mean response of male and female respondents on the information and communication technology competencies required by business education students in acquisition of entrepreneurial skills for job security in Nigeria. The implication of this finding is that gender status of the respondents did not significantly affect their opinion

## CONCLUSION

Based on the findings of the study, the following conclusions were drawn, it is concluded that business education students required the various competencies in acquisition of entrepreneurial skills for job security in Nigeria. Such competencies include managerial and information and communication technology. Therefore, business education students need proper and appropriate knowledge on the stated competencies for better and effective business activities. Specifically, it will increase the confidence of running their business for a long period of time.

## RECOMMENDATIONS

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

1. There is need for regular field trip program for the business education students. Visitation to various business organizations will boost their required competencies in business environment.
2. Seminars and workshop should be organized annually by the department of business education

through the forum students would be updated through the experienced business colleagues.

3. Relevant information should be given by the government through relevant agencies to the business education students
4. Business education students should as a matter of fact be familiar themselves to be business news, newspapers, magazine and internet materials.

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