

**ENTREPRENEURSHIP EDUCATION SKILLS POSSESSED BY BUSINESS EDUCATION
STUDENTS FOR SUSTAINABLE DEVELOPMENT
IN OYO STATE**

BY

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Abstract

*The purpose of this study was to investigate entrepreneurship education skills possessed by business education students for sustainable development in Oyo State. Two (2) research questions and one (1) null hypothesis guided the study. The study adopted descriptive survey design. A total of 120 Business Education Students formed the sample size of the study. A structured questionnaire developed by the researchers tagged: Entrepreneurship Education Skills and Sustainable Development Questionnaire (ESDEQ) validated by three experts in the Department of Business Education, Tai Solarin University of Education, Ijebu-Ode Nigeria. The study made use of Cronbach Alpha reliability method to determine the internal consistency of the instrument. The data collected for the study was analyzed using mean to answer the research questions and standard deviation to determine the closeness or otherwise of the responses from the mean, while *t*-test statistic was used to test the null hypothesis of no significant difference at the probability of 0.05 level of significance at relevant degree of freedom with the use of Statistical Package for Social Sciences (SPSS). Findings from the analysis showed that business education students of Colleges of Education in Oyo State slightly possessed marketing skills and accounting skills for self-employment and sustainable development. Based on the findings of the study, it was recommended amongst others that Business education students should be mandated to develop a viable business plan before graduation as this would bring out their creative abilities in creating jobs for themselves in particular and the nation at large.*

Keywords: Entrepreneurship, Education, Skills, Business Education Students, Sustainable Development

Introduction

Education is a vital element in the board development of individual's capacity to address and solve difficulties. Therefore, education lies at the heart of every society and the society is changing rapidly based on knowledge and modern technologies. The National Policy on Education (2004) highlighted Nigeria's desire to achieve her national goals through education; hence, to the need for acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live and also contribute to development of the society. Business Education is by nature almost totally economic-oriented, and its contribution is significant to the realization of transformation agenda.

Business Education is an educational programme that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Osuala in Afolabi (2020) defined Business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas. Njoku (2016) defined Business education as an educational programme that equips individuals with functional and sustainable skills, knowledge, attitude and value that would enable the individuals operate in the environment such individuals find themselves. Business education programme is offered at various levels of tertiary education: Universities, Polytechnics, and Colleges of Education.

College of Education according to the Nigerian Academy of Management Administration (2014) is an educational programme created to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and deepening understanding of education as a fundamental human endeavour in helping society define and respond to its educational responsibilities and challenges. At this level of education, the programme prepares the individual for a career in teaching, employment in industries, civil service and business establishment as well as self-employment for sustainable development in Nigeria (Ubong and Wokocha, 2019).

The objectives of Business Education at NCE level are: to produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institutions; to produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society and to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment (Njoku, 2016). Osuala in Salami (2019) noted that Business Education programme is robust enough to equip individuals with skills and knowledge for employment, thereby combating unemployment and poverty and enhancing sustainable development.

Development has been conceptualized as a process of systematic transformation of the overall social, economic, political, scientific and technological life of a nation. The development is through effective, well-coordinated management system, result-oriented and social mobilization strategy in which the citizens actually participate and exhibit positive attitudinal commitment in the overall reconstruction process for the improved living condition of the people (Okoro as quoted by Oyewole, Ojewale and Ayanrinde, 2020). Development is sustainable if it meets the needs of the present without compromising the ability of future generations to meet their own needs. This implies that sustainable development enables people to develop knowledge, values and skills to participate in decisions about the ways they do things individually and collectively, locally or globally, that will improve their quality of life now without damaging the planet earth of the future (Ilechukwu, Njoku and Ugwuozor, 2014). Thus, Business Education programme certainly has a role to play in ensuring sustainable development. This role would require the Business Education graduate to possess divergent thinking and problem solving skills, and innovative strategies in creating and sustaining jobs. Lemchi (2016) identified certain tools that the Business Education graduate should possess for effective realization of sustainable development to include entrepreneurship education

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 create wealth. It is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is thus, the process of learning the skills needed to assume the risk of establishing a business. Salami (2019) opined that the skills acquired in any of the functional areas of business related programme promotes training in entrepreneurship as well as equip graduates with requisite potentials to establish and run small businesses on their own. According to Ademiluyi (2017), entrepreneurship skills are simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as an entrepreneur or self-employed.

In spite of the fact that Business Education programme equips individual with necessary skills for self-employment, Business Education graduates are yet to maximize these opportunities in creating jobs for themselves and others instead, they roam the streets in search of jobs, which are either few in supply or not available. Even the few ones who try to establish businesses, before now, the businesses have collapse as a result of poor location of business, creative thinking, communication, marketing and keeping of accounting records abilities. Therefore, the skills possessed by business education students for self-employment in Oyo State is doubtful considering the rate of unemployment in the State.

Statement of the Problem

In spite of available business opportunities, and conducive environment for businesses to thrive in Oyo State, Business Education graduates are yet to maximize these opportunities, by using their creative abilities in creating jobs for themselves and others instead, the business graduates go about the streets in search of jobs, which are either few in supply or not available. This high rate of unemployment has generated frustration and low self-esteem amongst graduates in Oyo State, and has led to increased vulnerability among some youths to drugs, disease, social instability, conflict, militancy, hooliganism, greater poverty, thuggery, arm robbery, restiveness, ethnic-political clashes and other social vices. Unemployment has also led to the marginalization and exclusion of young people from social activities and also, the affairs of government due to inferiority complex.

Self-employment becomes the answer in addressing the unemployment issues in the State. Ironically, most people engage into self-employment without acquiring much skills and competences in management of the

business activities, marketing and creating awareness of the business products, and effectively keeping records of the financial statements of the business, that will ensure successful operations of the business; as a result of these attitudes, failure followed instead of success. The business failure is not because the business graduates do not have the necessary capital and machines to stay afloat, but because the graduates lack the requisite skills in marketing and accounting to deal with the process of recognizing a business opportunity, operate and maintain such businesses as well as grow from a small position to a bigger one. It is in this note that the study seeks to determine entrepreneurship skills possessed by business education students on graduation for self-employment and sustainable development in Oyo State.

Purpose of the Study

The major purpose of the study was to determine entrepreneurship education skills possessed by Business Education students for sustainable development in Oyo State. Specifically, the study sought to determine the:

1. Marketing skills through entrepreneurship education possessed by Business Education students of Colleges of Education for sustainable development;
2. Accounting skills through entrepreneurship education possessed by Business Education students for sustainable development.

Research Questions

The following research questions guided the study:

1. What are the marketing skills through entrepreneurship education possessed by Business Education students for sustainable development in Oyo State?
2. What are the accounting skills through entrepreneurship education possessed by Business Education students for sustainable development in Oyo State?

Research Hypothesis

Ho₁: There is no significant difference in the mean responses of business education students of Colleges of Education in Oyo State on marketing skills possessed through entrepreneurship education for sustainable development.

Methodology

A descriptive survey design was used to carry out this study. 1200 Business Education students formed the total population of this study. 10% totaling 120 respondents formed the sample size for this study. An instrument developed by the researchers tagged: Entrepreneurship Education Skills Possessed by Business Education Students for Sustainable Development Questionnaire validated by three experts in the Department of Business Education, Tai Solarin University of Education, Ijebu-Ode Nigeria. The study made use of Cronbach Alpha reliability method to determine the internal consistency of the instrument. The data collected for the study was analyzed using mean to answer the research questions and standard deviation to determine the closeness or otherwise of the responses from the mean, while t -test statistic was used to test the null hypothesis of no significant difference at the probability of 0.05 level of significance at relevant degree of freedom with the use of Statistical Package for Social Sciences (SPSS).

Results

Research Question 1: What are the marketing skills through entrepreneurship education possessed by Business Education students for sustainable development in Oyo State?

Table 1: Mean ratings on marketing skills through Entrepreneurship Education possessed by Business Education students for Sustainable Development

S/N	Items Statement	X ₁	SD ₁	Remarks
1.	Ability to determine the extent to which products will sell	2.32	.72	SP
2.	Budget and forecast sales	2.13	.72	SP
3.	Determine current trends in sales of products	2.32	.74	SP
4.	Determine what customers need and supply of such goods	2.48	.76	SP

5.	Interpret factors which indicate extent of and strength of competition	2.18	.82	SP
6.	Appreciate consumer behavior	2.13	.80	SP
7.	Advertise a product	2.11	.70	SP
8.	Determine seasonal fluctuation of goods	2.10	.75	SP
9.	Effectiveness in negotiating sales	2.19	.76	SP
10.	Use of sale promotion tools	2.23	.65	SP
11.	Set the right price for a product	2.12	.76	SP
12.	Provide customers with incentives	2.17	.79	SP
13.	Identify the right channel of product distribution	2.21	.81	SP
14.	Identify the target market	2.20	.79	SP
15.	Use direct selling strategy in marketing a product	2.20	.69	SP
Weighted Mean		2.21	.10	SP

Source: Field Survey 2023

SP: Slightly Possessed

Table 1 presented the mean ratings of respondents on the marketing skill through entrepreneurship education possessed by Business Education students for sustainable development in Oyo State. All the fifteen items recorded mean scores ranging from 2.10 to 2.48 indicating slightly possessed. Standard deviation ranges from 0.65 – 0.82 indicating that the respondents were not far from each other in their opinions. With a grand mean of 2.21 and standard deviation of 0.10, Table 1 indicated that Business Education students slightly possess marketing skills for sustainable development in Oyo State.

Research Question 2: What are the accounting skill through entrepreneurship education possessed by Business Education students for sustainable development in Oyo State?

Table 2: Mean Ratings on Accounting skills through Entrepreneurship Education possessed by Business Education students for Sustainable Development

S/N	Items Statement	X ₁	SD ₁	Remarks
1.	Effectiveness in costing a project	1.29	.52	NP
2.	Prepare financial statements	1.07	.37	NP
3.	Interpret financial statement	1.06	.30	NP
4.	Prepare payroll and various deductions	1.05	.26	NP
5.	Interpret gross and net profit	1.06	.31	NP
6.	Analyze sources of business funds	1.02	.14	NP
7.	Access loans facilities	2.00	.11	SP
8.	Process accounts receivable and accounts payable	2.00	.14	SP
9.	Process inventories	2.01	.17	SP
10.	Prepare daily cash reports	2.91	.38	MP
11.	Post items to ledgers and extract the trial balance	2.00	.15	SP
12.	Keep debtors and creditors ledgers	2.88	.36	MP
13.	Keep sales and purchases records	2.00	.09	SP
14.	Prepare bank reconciliation statements	1.26	.49	NP
15.	Prepare final accounts, profit and loss accounts and the balance sheet	1.14	.44	NP
16.	Prepare simple budget	1.15	.49	NP
17.	Take stock of goods at all times	2.93	.38	MP
Weighted Mean		1.69	.70	SP

Source: Field Survey 2023 SP: Slightly Possessed, NP: Not Possessed, MP: Moderately Possessed

Table 2 presents the mean ratings of respondents on accounting skills possessed by Business Education students of Colleges of Education for sustainable development. Items 1-6, and 14-16 recorded mean scores ranging from 1.06 to 1.29 indicating not possessed, on the other hand, items 7-9, 11 and 13 recorded mean ratings ranging from 2.00 to 2.01 indicating slightly possessed, while items 10, 12 and 17 had mean scores of 2.91, 2.88 and 2.93 respectively, indicating moderately possessed. Standard deviation ranges from 0.09 – 0.52 indicating that the respondents were not far from each other in their opinions. With a grand mean of 1.69 and standard deviation of 0.70, Table 2 indicated that Business Education students slightly possess accounting skills for sustainable development in Oyo State.

Research Hypothesis: There is no significant difference in the mean responses of business education students of Colleges of Education in Oyo State on marketing skills possessed through entrepreneurship education for sustainable development.

Table 3: T-test analysis for comparing data obtained from Business Education students in Colleges of Education on the Marketing Skills possessed through Entrepreneurship Education for Sustainable Development

S/N	Items Statement	X ₁	SD ₁	X ₂	SD ₂	Df	t-cal	Sig	Remarks
1.	Ability to determine the extent to which products will sell	2.34	.78	2.30	.65	118	.646	.519	NS
2.	Budget and forecast sales	2.20	.79	2.06	.63	118	1.98	.048	S
3.	Determine current trends in sales of products	2.33	.81	2.30	.64	118	426	.671	NS
4.	Determine what customers need and supply of such goods	2.51	.75	2.44	.78	118	.911	.363	NS
5.	Interpret factors which indicate extent of and strength of competition	2.14	.80	2.22	.84	118	-.998	.319	NS
6.	Appreciate consumer behavior	2.14	.79	2.13	.82	118	.081	.935	NS
7.	Advertise a product	2.11	.82	2.11	.54	118	-.010	.992	NS
8.	Determine seasonal fluctuation of goods	2.10	.82	2.10	.67	118	.021	.983	NS
9.	Effectiveness in negotiating sales	2.14	.81	2.24	.69	118	-.829	.188	NS
10.	Use of sale promotion tools	2.12	.51	2.31	.78	118	-.680	.030	S
11.	Set the right price for a product	2.03	.71	2.22	.81	118	-1.00	.019	S
12.	Provide customers with incentives	2.14	.76	2.21	.82	118	-2.36	.048	NS
13.	Identify the right channel of product distribution	2.12	.79	2.24	.83	118	-1.32	.497	NS
14.	Identify the target market	2.16	.78	2.24	.80	118	-2.18	.316	NS
15.	Use direct selling strategy in marketing a product	2.24	.79	2.16	.53	118	1.09	.273	NS

Source: Field Survey 2023

Data presented in Table 3 revealed that items 2, 10, and 11 had probability values of 0.048, 0.030, and .019 at 382 degree of freedom respectively, which were below the significant level of 0.05. This indicated that there was significant difference in the mean rating of students on determining current trends in sales of products, use of sale promotion tools, and set the right price for a product. On these items, location had a significant

difference on the marketing skills possessed through entrepreneurship education for sustainable development. On the other hand, items 1, 3-9, and 12-15 had probability values ranging from 0.188 – 0.99, which were above the 0.05 level of significance at 118 degree of freedom, meaning that the hypothesis of no significant difference should be upheld. Therefore, the data revealed that location is not a significant source of difference in the mean responses of business education students of Colleges of Education in Oyo State on the marketing skills possessed through entrepreneurship education for sustainable development.

Discussion of Findings

Findings on the marketing skills possessed through Entrepreneurship Education by Business Education students of Colleges of Education for sustainable development as presented in Table 1 revealed that the business education student at the college of education slightly possess the ability to determine products that are needed in the market, budget and forecast sales, identify the right channel of product distribution, identify target market, create the right advertising medium and use direct selling strategy in marketing of products. With a grand mean of 2.21 and standard deviation of 0.10, it was therefore revealed that business education students in colleges of education slightly possess marketing skills for self-employment and sustainable development. The implication is that, none of these students would be successful in marketing their products since they do not possess the skills in marketing. It becomes obvious that any business established by these students would collapse as a result of poor marketing abilities, this finding is in line with Osualain Binuomote (2016) who stated that the few entrepreneurs who try to establish businesses, before now, the businesses have collapse as a result of poor location of business, creative thinking, communication, marketing and keeping of accounting records abilities.

Findings on the accounting skills possessed through Entrepreneurship Education by Business Education students of Colleges of Education for sustainable development as presented in Table 8 revealed that items 1-6, and 14-16 indicated that Business Education students of Colleges of Education do not possessed skills to effectively cost a project, prepare financial statements, interpret financial statement, prepare payroll and various deductions, interpret gross and net profit, analyze sources of business funds, prepare bank reconciliation statements, prepare final accounts, profit and loss accounts and the balance sheet, and prepare simple budget. On the other hand, items 7-9, 11 and 13 indicated that Business Education students of Colleges of Education slightly possessed skills to access loans facilities, keep sales and purchases records, post items to ledgers and extract the trial balance, process accounts receivable and accounts payable, and process inventories, while items 10, 12 and 17 revealed that Business Education students of Colleges of Education moderately possessed skills to prepare daily cash reports, keep debtors and creditors ledgers, and take stock of goods at all times. With a grand mean of 1.69 and standard deviation of 0.70, Table 4 therefore, indicated that Business Education students of Colleges of Education slightly possess accounting skills for self-employment and sustainable development. This finding is in line with Osuala in Binuomote (2016) who noted that many enterprisers are unaware of their financial state and are unable to make sound decision because the managers do not understand the functions of financial management; and as such, detrimental decisions are made, which invariable, would lead to collapse of the business.

Findings on hypothesis presented in Table 3 indicated that there was significant difference in the mean rating of students located in the urban and rural areas of the state on determining current trends in sales of products, use of sale promotion tools, and set the right price for a product. The difference could be as a result of the fact that the students studying in the Private College of Education are exposed to more business options than those studying in the State College, which is at the rural area of the state, thus, the reason for low awareness in business creation. However, it was equally revealed that location had a significant difference on items 1, 3-9, and 12-15 which values were above the 0.05 level of significance, meaning that location is not a significant source of difference in the mean responses of business education students of Colleges of Education in Oyo State on the marketing skills possessed through Entrepreneurship Education for sustainable development.

Conclusion

Based on the findings of the study, it was concluded that Business Education students of colleges of education in Oyo State slightly possess skills in creativity thinking, use of information and communication technology, marketing and accounting, which are necessary skills for self-employment and sustainable development.

Recommendations

The following recommendations were made:

1. Business education students should be mandated to develop a viable business plan before graduation as this would bring out their creative abilities in creating jobs for themselves in particular and the nation at large.
2. Instructional delivery should be more or less practical rather than theoretical, as this will avail the students the opportunity of practicing the skills taught to them by their teachers.
3. Excursions should be organized periodically for the business education students to marketing companies, accounting firms, and other businesses that would provide necessary knowledge to the students.

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