

CHAPTER ONE

INTRODUCTION

Background to the Study

Entrepreneurship deals with the process of recognizing a business opportunity, operating and maintaining that business. However, people engage in it without acquiring much skills and competences that will enable them to effectively operate businesses and also enhance their success in whatever walk of life (Salome, Osita & Marcel, 2012). The greatest of human endowments are intelligence and entrepreneurship (Ottih, 2000). Entrepreneurship is an exciting field of study. According to Hisrich, Peter and Shepherd (2008), it is now widely accepted by the society in general that individuals who study entrepreneurship are three to four times more likely to start a business, and will learn 20 to 30 percent business success strategies more, than students studying in other fields. The benefits of entrepreneurial activity are not restricted to entrepreneurs alone. Rather, entrepreneurs have impact on the well-being of the economy as a whole.

Entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organization

skills in order to combine people, money and resources to meet an identified need and thereby create wealth (Agomuo, 2002). 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. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risks, as well as the ability to plan and manage projects in order to achieve objectives. The knowledge of entrepreneurship supports people in their day-to-day life activities thus thus enhancing economic survival (Marques, 2010).

Akpotowoh and Amahi (2006) opined that the skills acquired in business education promotes training in entrepreneurship as well as equipping graduates with requisite skills to establish and run small businesses of their own. According to Ademiluyi (2007) entrepreneurship skills are simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as an entrepreneur or in self-employment. Akinola (2001) pointed out that it takes special skills to succeed as an entrepreneur. Erhurun (2007) also noted that most entrepreneurial skills come by learning and practicing.

Nevertheless, the various skills embedded in business related programmes vis-à-vis business education need to be explored and learnt by prospective graduates for them to succeed as later entrepreneurs and or to aid them for economic survival in a turbulent economy. However, graduates of business education without the relevant entrepreneurial skills will find the labour market most unrewarding and unfavourable in terms of creating jobs, instead they will be seeking jobs where non-exists (Salome, Osita & Marcel, 2012).

The concept of employability has in recent times remained the focus of government, employers, job seekers and educators. Brown and Hesketh (2004) defined employability as the relative chances of getting and maintaining different kinds of employment. However, graduates are concerned with what actually constitutes employability skills. According to Kazilan, Hamzah and Bakar (2009), employability skills which are synonymous with entrepreneurial skills refer to a group of important skills instilled in each individual in order to produce productive workforce. According to Hillage and Pollard as cited in Imeokparia and Ediagbonya (2012), employability refers to a person's capability for gaining and maintaining employment. For individuals, employability depends on the Knowledge, Skills and Abilities (KSA) they possess, the way they present

those assets to employers and the context (e.g. personal circumstances and labour market environment) within which they seek employment. Employability skills or entrepreneurial skills are the skills needed by individuals to function effectively and efficiently in the world of work either as an employee or an employer of labour.

The skills possessed by graduates seem to be different from what the employers want. Some employers have tried to outline some of these skills they want from job seekers. In a bid to creating harmony in their skills, the Secretary, Commission on Achieving Necessary Skills (SCANS), prepared reports on ways of assisting educational institutions and schools in producing younger generations who are willing to work. The report outlines both ‘fundamental skills’ and ‘workplace competencies’ to include: basic thinking, personal qualities, resources, interpersonal information, systems technology skills (SCANS, 1991; 2001). The above skills are no doubt invaluable to Business Education graduates.

A detailed study carried out by United Nations Educational, Scientific and Cultural Organization (UNESCO) (2012), using data from the Indonesian Ministry of Manpower and Transmigration showed that from 2007-2009 the number of people seeking jobs exceeded the number

of job vacancies for Higher Education Institution graduates. With a high percentage of graduates looking for jobs. e.g., 26.7 percent in 2009, Malaysia also faced high graduate unemployment rates. According to the Malaysian study, graduates of technical studies and ICT were more likely to be employed, but even at that they found it hard to find jobs as reported in the ICT case study from Malaysia, with 39.3 percent being unemployed at the time of the survey in 2008.

The World fact book, (2008) published by the Central Intelligence Agency puts the unemployment rate in Nigeria at 5.8%. Their estimate was done in 2006, as reflecting the 2007 and 2008 rates. Going by this estimate, Nigeria ranked 69 out of 199 countries contained in the CIA list in ascending order of unemployment rate. But Nairaland (2006) doubted the credibility of CIA's figure, stating that it was a gross underestimate of the problem. It observed that most educated people are involved in menial jobs that the CLA could have mistaken for full gainful employment. At the local level, Uzendu (2007) reported in *Daily Champion* newspaper that National Directorate of Employment (NDE) had registered over 3.3 million unemployed persons in Nigeria. In a statement credited to the Director-General of NDE, Engr. Samuel Adelogun, the figure was arrived at after a nation- wide survey it conducted in July, 2007 Grouping the data

on the basis of the six geo-political zones of the country, the unemployment figure reads: North West 846, 872; South West 718, 789; North East 547, 759; South East 430, 845; South South 401,234; North Central 386, 590. This leaves the exact figure at 3, 323 089.

Of this number, 17% were graduates. Expressed in figure, NDE survey showed that by July, 2007 there were a total of 566, 455 unemployment graduate in the country. But Bello (2003) expressed doubt over official statistics on unemployment stating that there is always a sharp disparity between the official statistics on the phenomenon and the reality on ground. This, according to him, “is because of the nature of unemployment in the country where many job seekers do not see the need for registration as unemployed due to expression of futility in the exercise” Hogan (2006) observed that a large number of workers especially women do not register when made redundant. Even the Director- General of NDE stated that this July 2007 survey was limited in credibility “due to inability of some people to ascertain their employment status, cultural and religious barriers, and lack of information.” The implication of their observations is that the rate of unemployment in the country is certainly higher than the official figure of the CIA and NDE.

According to Olorokor (2013), The Chartered Institute of Personnel Management of Nigeria has advocated a drastic change in the mentality of job-seeking youths in the country by striving to become potential entrepreneurs and job seekers. From their investigation, they have put the percentage of unemployed graduates from Nigerian institutions of higher learning to be 80 percent. This goes to send a very big signal to the nation that the rate of graduate unemployment is very alarming.

In line with the above, Delta State is not left out; hence there is a high level of graduate unemployment. This is because skills possessed by graduates seem to be different from what the employers want. Nwokocha (2004), noted that the goal of business education is the production of manpower, which possesses the requisite knowledge, skill and attitude for harnessing other resources and bringing them together into a cooperative relationship yielding the goods and services demanded by the society for the satisfaction of their wants and needs. Thus, the student must acquire the skills needed to integrate management, marketing, accounting, finance and education concepts to function as business teachers.

Business education graduates are expected to acquire these skills which are entrepreneurial in nature for economic survival which include;

accounting skills, office technology management skills, marketing skills, management skills, technical skills, human skills and conceptual skills. The accounting skills needed by business education graduates include; ability to find sources of capital, ability to understand recording of business transactions, ability to keep and control stocks, ability to avoid unplanned expenditure, ability to determine profit at a particular period. The management skills are identified as; ability to plan, organize and manage small scale business skills, ability to maintain business ethics, ability to interpret market information, ability to develop skills for effective supervision and coordination and ability to apply integrating skills. The office technology management skills identified in this study include; Microsoft Office proficiency (as much of the Office Suite as possible), typing speed, ability to work without supervision, attention-to-detail, communication skills, organizational skills, ability to multi-task, making arrangements, scheduling, expediting etc. More so, the marketing skills are identified as; ability to capture and retain the attention of customers, ability to promote and sell the organizational product, ability to analyze demand and supply situations, ability to acquire effective sales habits and so on (Okoro & Amagoh, 2008; Okoro, 2011).

Other entrepreneurial skills discussed in this present study are;

Technical skills: Having job specific knowledge and techniques that are required to perform a specific task. For instance, the manager of a restaurant may need cooking skill to fill into an absent cook, accounting and book keeping skills to keep track of receipts and cost and to administer the payroll, and aesthetic skills to keep the restaurant looking attractive for customers. i.e. possessing the technical know-how of a business.

Human Skills: The ability to understand, alter, lead, and control the behaviour of other individuals and groups. The ability to communicate and motivate people and to mould individuals into a cohesive team and the process of distinguishing effective workers from ineffective workers.

Conceptual skills: The ability to analyze and diagnose a situation and to distinguish between cause and effect. Planning and organizing require a high level of conceptual skills. Formal education and training are very important in helping workers develop conceptual skills (Jones, George & Hills, 2008).

However, to determine the entrepreneurial skills conceptualized above, demographic variables of gender (male and female), graduate level (University graduates and graduates from Colleges of Education), were

used in this study to the extent to which these entrepreneurial skills are needed by business education graduates in Delta State. Correll (2001) noted that equal opportunity between male and female, educational level, experience and location from the perspective of entrepreneurship is still not a reality. Hence, the necessities for bringing in these variables in this study. More so, gender and graduate level are very important variables among business education graduates because they either graduate as females or males; and they either graduate from the University or from the Colleges of Education.

As a result of the foregoing on entrepreneurial skills discussed, this study is therefore assessing the extent to which these entrepreneurial skills are needed by business education graduates in Delta State.

Statement of the Problem

There is no gain-saying that, there have been unprecedented outcry and complaints from organizations as to the suitability of graduates for job placement. According to Imeokparia and Edigbonya, (2012), the Executive Secretary of National Universities Commission stated that the quality and focus of the training offered by the universities are not in tune with the needs of the society and has led to high unemployment as many

graduates are trained with skills that are not directly relevant to the needs of the labour market, and thus perceived as not to be employable. The lack of employability skills by Nigerian graduates thereby leading to low productivity was what informed the establishment of Industrial Training Fund (ITF) in 1971. The mindset behind the establishment of this agency was to bridge the gap between theory and practice. The Student Industrial Works Experience Scheme (SIWES) which is an “offshoot” of ITF came up in 1973 and has been trying in this regard because students in skill or practical oriented courses like Business Education are meant to spend some time undergoing training in industries related to their fields; but the complaints seem not to have changed (Imeokparia & Ediangbonya, 2012).

In line with the above, Okereke and Okoroafor (2011), asserted that entrepreneurial skills have been acknowledged as potent and viable tools for self-empowerment, job creation and economic survival. Business education as a discipline is expected to expose its recipients to full range of curricula that provide the skills, hence, it is that type of education that inculcates in its recipients attitudes, knowledge, skills, values that are required in the world of work (Salome, 2012). Some of the skills embedded in the business education programme which could promote entrepreneurship include: accounting skills, office technology

management skills, marketing skills, management skills, technical skills, human skills and conceptual skills. These skills could aid economic survival for the entrepreneurs. Against the background of the foregoing, this study was therefore designed to assess the extent these entrepreneurial skills are needed by business education graduates in Delta State.

Purpose of the Study

The purpose of the study was to assess the extent of entrepreneurial skills needed by business education graduates in Delta State. In order to achieve this purpose, the study was set to find out:

1. The accounting skills needed by Business Education graduates in Delta State.
2. The office technology management skills needed by Business Education graduates in Delta State.
3. The marketing skills needed by Business Education graduates in Delta State.
4. The extent of the management skills needed by Business Education graduates in Delta State.

5. The extent of the technical skills needed by Business Education graduates in Delta State.

Significance of the Study

The findings of this research will in no doubt be of tremendous benefit to business educators on entrepreneurial skills needed by business education graduates. The knowledge obtained from this study, will aid business educators on the extent they should equip business education students on entrepreneurial skills to enhance their economic survival when they graduate.

The findings of this research will better inform the government on how to plan for the graduates in the country and to equally put the necessary machinery in place to reposition the educational system to be more responsive to the needs of the society, improve the employability of graduates, and create opportunity for entrepreneurship, through the appropriate bodies like National Directorate of Employment.

The outcome of this study will provide a framework for subsequent studies in this area of entrepreneurship and it will serve as reference work for researchers who intend to do similar study. It will also form vital part of the students' course materials or reference materials, thereby increasing

the data bank of future researchers. This will be made possible becomes the outcome of this study will be available on the internet and the Nnamdi Azikiwe University Awka Library.

The students, especially business education students who are stakeholders in the educational system will find the outcome of this research very useful as they prepare for the world of work. It will equally serve as “eye opener” to business education students who are not informed about the skills they are supposed to possess.

Scope of the Study

This study assessed entrepreneurial skills needed by business education graduates in Delta State. The study covered all business education graduates from the five tertiary institutions that run Business Education programmes in Delta State. The business education graduates were those who were duly registered with the Alumni Association of these institutions, while the content scope covered the following variables of entrepreneurial skills: accounting skills, office technology management skills, marketing skills, management skills, and technical skills.

Research Questions

The following research questions guided the study:

1. To what extent are accounting skills needed by Business Education graduates in Delta State?
2. To what extent are office technology management skills needed by Business Education graduates in Delta State?
3. To what extent are marketing skills needed by Business Education graduates in Delta State?
4. To what extent are management skills needed by Business Education graduates in Delta State?
5. To what extent are technical skills needed by Business Education graduates in Delta State?

Hypotheses

The following null hypotheses formulated for the study were tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean ratings of male and female business education graduates on the accounting skills needed by them in Delta State.

Ho₂: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education on the accounting skills needed by them in Delta State.

Ho₃: There is no significant difference in the mean ratings of male and female business education graduates on the office technology management skills needed by them in Delta State.

Ho₄: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education on the office technology management skills needed by them in Delta State.

Ho₅: There is no significant difference in the mean ratings of male and female business education graduates on the marketing skills needed by them in Delta State.

Ho₆: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education on the marketing skills needed by them in Delta State.

Ho₇: There is no significant difference in the mean ratings of male and female business education graduates on the management skills needed by them in Delta State.

Ho₈: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education on the management skills needed by them in Delta State.

Ho₉: There is no significant difference in the mean ratings of male and female business education graduates on the technical skills needed by them in Delta State.

Ho₁₀: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education on the technical skills needed by them in Delta State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on the review of related literature on entrepreneurial skills needed by business education graduates in Delta State. The related literature was reviewed under the following sub-headings:

Conceptual Framework

- Concept of Entrepreneurship

- Historical Development of Entrepreneurship

- Concept of Business Education

- Roles of Entrepreneurship in National development

- Problems encountered by entrepreneurship in Nigeria

Theoretical Framework

- Sociological Entrepreneurship Theory

Theoretical Studies

- Accounting skills needed by Business Education graduates

- Office technology management skills needed by Business Education graduates

- Marketing skills needed by Business Education graduates

- Management skills needed by Business Education graduates

- Technical skills needed by Business Education graduates

Related Empirical Studies

Summary of Reviewed Literature

Conceptual Framework

The interrelationships of variables in this study are drawn in Figure 1 and thereafter explained for clarity and proper understanding.

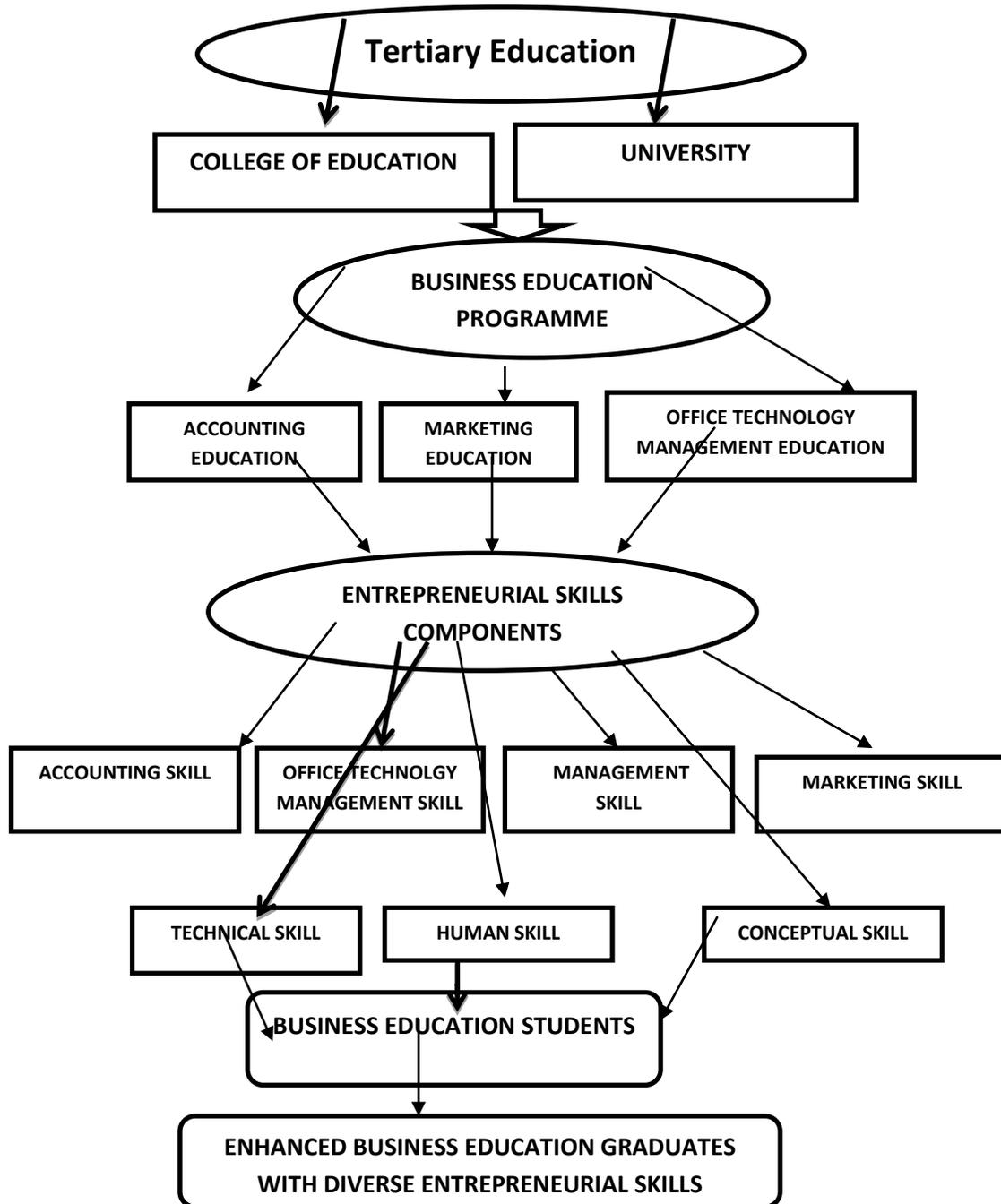


Fig 1: Model of Entrepreneurial Skills Needed by Business Education Graduates

Entrepreneurial skills are indispensable for business education graduates. From figure 1 which is a model developed by the researcher for this study, the University and Colleges of education are the tertiary institutions considered in this Study that runs business education programme. Business education programme is made up of; accounting education, marketing education and office technology management education. More so, it is clear that the entrepreneurial skills identified for study in this research are: accounting skill, management skill, marketing skill, office technology management skill, human skill, conceptual skill, and technical skill. When business education students are well equipped with the aforementioned entrepreneurial skills, the resultant effect will be enhanced business education graduates with diverse entrepreneurial skills. However, graduates of business education without the relevant entrepreneurial skills will find the labour market most unrewarding and unfavourable in terms of creating job; instead, they will be seeking jobs where none exist.

Okereke and Okoroafor (2011), asserted that entrepreneurial skills have been acknowledged world wide as the potent and viable tools for self-empowerment, job creation and for economic survival. Effective

skills development systems – which connect education to entrepreneurial training, to labour market entry, to workplace and lifelong learning – can help countries sustain productivity growth and translate that growth into more and better jobs leading to improved standard of living that is a better economic survival. Entrepreneurial skills therefore must be embraced in its entirety for growth and survival in a nation.

Skills development is central to improving productivity. In turn, productivity is an important source of improved living standards and growth. Other critical factors include macroeconomic policies to maximize opportunities for pro-poor employment growth, an enabling environment for sustainable enterprise development, social dialogue and fundamental investments in basic education, health and physical infrastructure (ILO, 2008).

Concept of Entrepreneurship

Entrepreneurship is the dynamic process of creating wealth. Wealth is created by individuals who assume the major risk in terms of equity, time, and/or career commitment or provide value for some product or service. The product or service may not be new or unique, value must

somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources.

From the views of Hisrich, Peter and Shepherd (2008), entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship is the purposeful activity of an individual or a group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services

The word, entrepreneurship is derived from French word “entreprendre” meaning “to undertake”. Thus entrepreneurship is commonly defined as the process of creating a business. In the same vein, Zimmerer, Scarborough and Wilson (2009) stated that although the creation of business is certainly an important facet of entrepreneurship, it is not the complete picture. The characteristics of securing opportunities, taking risks beyond security and having the tenacity to push an idea through to reality, combine into special perspective that permeate entrepreneurs.

The concept of entrepreneurship becomes as though used broadly in connection with the innovative and creative modern industrial leader, who alone bears the non-insurable risks in enterprises and directs the human and material resources of the business objectives. Idowu (2006) opined that, entrepreneurship is the process by which new organisations come into existence. It has been defined as a human, creative act that builds something of value from practically nothing. It is the pursuit of opportunity regardless of the resources at hand.

Entrepreneurship activity occurs when something new and creative has happened. That is an individual or group takes an initiative, by bringing resources together and thus operating with relative economy. Success or failure may be realized with the new endeavour. Entrepreneurship is the process or capacity for organizing, operating and assuming risk for a business venture. It is dynamic risk taking, creative and growth oriented behaviour, which involves the use of various sources to create wealth.

According to Orocka (2011), entrepreneurship is also called an enterprise or organization. It consists of organising the abilities of entrepreneurs and their willingness to bear financial risk. It embraces labour, its control and management. Therefore, entrepreneurship is the

pulling of ideas to start a new business or improve on an existing business in response to identified needs of the society.

Entrepreneurship is the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities (Baumol, Litan & Schramm, 2007). Entrepreneurship is often a difficult undertaking, as a vast majority of new businesses fail. Entrepreneurial activities are substantially different depending on the type of organization that is being started. Entrepreneurship ranges in scale from such solo projects to major undertakings creating major job opportunities. Many high profile entrepreneurial ventures seek venture capital or angel funding in order to raise capital to build the business. Angel investors generally seek returns of 20-30 percent and more extensive involvement in the business. Many kinds of organizations now exist to support would-be entrepreneurs including specialized government agencies, business incubators and some NGOs.

Osuala (2004) defined entrepreneurship as the ability to set up a business enterprise as different from being employed. It is also referred to as the acquisition of skills, ideas and managerial abilities necessary for

self-reliance or self-employment. Nwabuonu (2005) defined entrepreneurship as the ability to organize a business opportunity and mobilize both human and material resources to exploit the identified opportunity. Omeje (2008) defined entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the suiting rewards of monetary/ personal satisfaction and independence.

The main function of entrepreneurship is to inculcate into an individual the creativity enthusiasm, willingness and ability to seek investment opportunities, established and run a business venture successfully applying acquired entrepreneurial skills. It involves all different kinds of activities that have to do with the establishment and operation of business enterprise. It also entails venturing into activities where others will fear to engage in and the preparedness to take risks associated with a business enterprise (Omeje, 2006).

According to the European Commission (2004) entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risks, as well as the ability to

plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society.

When talking about entrepreneurship we can observe two main different types, as highlighted by Bucha (2009): the entrepreneurship and intrapreneurship. Bruin & Dupuis (2003) however, describe different types: entrepreneurship by necessity, ethic entrepreneurship, electronic entrepreneurship, capital entrepreneurship, state entrepreneurship, familiar, community, local and entrepreneurship among elderly and young people. In fact, the broader impact entrepreneurship can have on society comes in the form of social entrepreneurship and can be defined as: “not only a registered phenomenon in business but also in non-profit-making institutions, known today as social entrepreneurship” (Drucker, 1985: 3).

Historical Development of Entrepreneurship

The development of entrepreneurship parallels to a great extent the development of the term itself. The word “entrepreneur” is French and literally translated, means “between taker” or “go-between”. The historical development of entrepreneurship is broken into different periods:

Earliest Period

As contained in Hisrich, Peters and Shepherd (2008) an early example of the earliest definition of an entrepreneur as a go-between is Marco Polo, who attempted to establish trade routes to the Far East. Marco Polo would sign a contract with a person to sell goods on behalf of the contracted person. A common contract during this time provided a loan to the merchant adventurer at 22.5 percent rate including insurance. While the capitalist was a passive risk bearer, the merchant adventurer took the active role in trading, bearing all the physical and emotional risks. When the merchant-adventurer successfully sold the goods and completed the trip, the profits were divided with the capitalist taking most of them (up to 75 percent), while the merchant adventurer settled for the remaining 25 percent.

Middle Ages

In the middle age, the term “entrepreneur” was used to describe both an actor and a person who managed large production projects. In such large production projects, this individual did not take risk, but merely managed the project using the resources provided, usually by the government of the country. A typical entrepreneur in the middle ages was

the Cleric who was in charge of great architectural works like public buildings and cathedrals.

17th Century

In the 17th century, an entrepreneur was regarded as a person who entered into a contractual arrangement with the government to perform a service or to supply stipulated products. One entrepreneur in this period was John Law, a Frenchman, who was allowed to establish a royal Bank. Richard Cantillon, a noted economist and author in the 1700s developed one of the early theories of the entrepreneurs and is regarded by some as the founder of the term “entrepreneur”. Richard viewed the entrepreneur as a risk taker, observing that merchant, farmers, craftsmen, and other sole proprietors “buy at a certain price and sell at an uncertain price, therefore operating at a risk”

18th Century

In the 18th Century, the person with capital was differentiated from the one who needed capital. The entrepreneur was distinguished from the capital provider (the present-day venture capitalist). For example Thomas Edison (producer of electric bulbs) raised capital from private sources to develop and experiment in the fields of electricity. Edison was a capital user (entrepreneur), not provider (venture capitalist). A venture capitalist

is a professional money manager who risks investments from a pool of equity capital to obtain a high rate of return on the investments.

19th and 20th Century

In the late 19th and early 20th Centuries entrepreneurs were frequently not distinguished from managers and were viewed mostly from an economic perspective; briefly stated, the entrepreneur organizes and operates an enterprise for personal gain. In the middle of the 20th century, an entrepreneur as an innovator was established i.e. an individual developing something unique.

The function of the entrepreneur is to reform or revolutionize the pattern of production by exploiting an invention or, more generally, an untried technological method of producing an old one in a new way, opening a new source of supply of materials or a new outlet for products, by organizing a new industry. The concept of innovation and newness are integral part of entrepreneurship today.

Since 2004, efforts at integrating entrepreneurship into the curriculum of Nigerian Public Universities seem to be inept. As at 2010, six years after the wish of the government to integrate entrepreneurship into the curriculum of Nigerian universities, the most coordinated entrepreneurship education in Nigerian public universities, appears to be

at the University of Ibadan. At Ibadan, the Programme on entrepreneurship and innovation commenced in 2003/2004 with the organization of works that eventually transformed into the Centre for Entrepreneurship and Innovation (Babalola, 2011). The programme has the following mandates: to (1) develop curriculum in entrepreneurship and innovation, (2) co-ordinate teaching and research in entrepreneurship and innovation, (3) promote links with the private sector through research, consultancy, training as building networks and alliances, (4) develop appropriate approaches for promoting innovation among entrepreneurs, particularly small business and students, (5) develop modalities for promoting linkages with government including building appropriate institutional and legal framework for enhancing university – private sector collaboration in the country, (6) develop appropriate networks with relevant organizations (national and international), (7) assist in bringing to life the university of Ibadan School of Business once it comes to stream and (10) co-ordinate university-private sector collaboration activities, generally.

Secondly in the University of Nigeria, Nsukka, a centre for Entrepreneurship and Development Research (CEDR) was set up to promote entrepreneurial culture and mind-set, skill acquisition, self-

employment, economic independence and self-actualization. This centre has just been established in 2010 and therefore, cannot be evaluated. Thirdly, the University of Ilorin started what it called the Technical and Entrepreneurship Centre (TEC) in 2008/2009 session. As far back as year 2005, the university had agreed, in principle, to create a directorate to handle entrepreneurship training in the university. This decision was put into effect in June (2008) with the establishment of the Technical and Entrepreneurship Centre (TEC) under a Director.

It is now a policy of the National Universities Commission (NUC) to encourage Nigerian universities to provide entrepreneurship education for undergraduates so that they can be self-employable after graduation. NUC has taken a step further in trying to address the challenge of graduate unemployment by designing an entrepreneurship course titled Graduate Self Employment (GSE 301) that has both the theory and practical components to be taught in Nigerian universities. The fourth case is that of the Entrepreneurship Development Centre established by the University of Benin to (1) develop and offer courses, seminars, workshops and conferences to advance and propagate entrepreneurship, (2) offer a 2 credit hour course to penultimate admitted students, (3) provide clinics in entrepreneurship to students, staff and members of the

public, (4) serve as a National Centre for the training and development of experts in entrepreneurship, (5) promote research and experimentation in entrepreneurship and (6) commercialize innovations and inventions. To facilitate this, the Centre is expected to identify all innovations and inventions in the University for the purpose of assisting the innovators/inventors technical and professional expertise to patent and further develop their inventions/innovations (Babalola, 2011).

Babalola (2011) noted that most of the state owned universities are yet to embrace the idea of integrating entrepreneurship into their curriculum. For instance where data is available, the process of establishing a Centre for Entrepreneurship and Linkage Programmes (CELP) in Adekunle Ajasin University, Akingba-Akoko, is still at the formative stage. The Vice-Chancellor on 18th June, 2007 set up a committee to: (1) fashion out the modalities for setting up a career/entrepreneurship centre where students can be counselled and guided on the right career at the Entrepreneurship centre and (4) make recommendations on any other related matters. Up till now in 2010, the university is yet to set up the centre. Nevertheless, the story is significantly different in the private universities in the country since the

proprietors of these private institutions use entrepreneurship education as a strategy to boost enrolment.

Among private Universities, Covenant University in Sango Otta is an outstanding example of university in Nigeria where a serious effort has been made to integrate entrepreneurship development study into the University curriculum right from the inception of the institution in 2001. All the students from 100 to 400 level, must register for and pass Entrepreneurship Development Study (EDS). At each level, there is one EDS course such that there are EDS 111, 211, 311 and 411. The first two lower courses concentrate on the theory while the last two upper courses concentrate on more of practical work (Babalola, 2011).

Concept of Business Education

There has been a lot of conception and misconception on what business education is and what it stands for. Therefore, the ideas expressed in defining the concept are most often limited by individual perceptions and experiences. In fact, business education has received various meanings and interpretations depending on people's inclinations. Imeokparia and Edigbonya (2009) defined Business Education as the development of appropriate knowledge, skills, attitudes and understanding required to fit into chosen business occupation or occupations. More so, Akpomi (2001)

opined that Business education is highly related to Business administration and Management. According to her, the realization of this relationship must have informed the National Policy on Education requirement that all students take prevocational orientation to business studies at the junior secondary school (JSS) Business studies is one of the subjects offered at the junior secondary school examination.

According to Koko (2004), business education in the American context is a field of study and training in business practices and in specific skills such as accounting, information processing, keyboard \ typewriting techniques, and record – keeping. It also covers business management, business communication and distributive trade practices.

Business education could be seen as the sum total of the knowledge, skill and attitude that are required for successfully promoting and administering business enterprises (Nwaokolo, 1994). While Amaewhule (2005), defines business education to be an integrated programme of studies that derives its contents from the major areas of business. It could also be looked at as an activity which is carried out by:

- a) all teachers of business subjects
- b) all business administration's / executives who further the principles and practice of business.
- c) Trainers in business and industry

Business education means education for and about business. By this is meant that business education involves:

1. All learning which concern business and its environment that are systematically undertaken with career focus on one related area or the other. In this case, it is education for business.
2. It is also involved in offering to all students in the school regardless of career aspirations of such students. This is education about business. It may be regarded as “functional” business education as it advances the general objectives of business education. In this respect, it is aimed at making literate in business and economic affairs.

According to Paul (2004), Business education can be referred to as part of vocational training or retraining which is given in schools or classes (both formal and informal) under public supervision and controls and its effect is felt in the home, the school and the society. Business

education is designed for students seeking to acquire knowledge from broad base of business and education concepts to create solutions to contemporary business and education problems. Nwaokolo (1994) also pointed out that Business Education can be divided broadly into two perspectives to mean:

1. Business skills, attitudes and knowledge acquired from secondary and post-secondary institutions for performing business operations of a personal or corporate nature; and
2. Business teacher education competencies acquired from the colleges of education, the polytechnics with departments of Business Teacher Education and the Universities with business teacher education programmes

According to Akpomi (2001), Business Education is associated with the following meanings:

1. Some people (especially students on the programme), look at it as an aspect of higher level education where courses such as marketing, accounting, secretarial studies, office occupations and similar subjects are emphasized.

2. Others see it as the same as any education-preparing people for entrance into the world of business (especially the elites).
3. Another set of people see it as those business subjects taught, up to the secondary school standard which includes shorthand, typewriting, business methods book-keeping, commerce.

In spite of all that has been said about business education, Amaewhule (2005) identified that the courses offered in business education have been useful in meeting the needs of the youths and adults in the following ways: Applying the various business concepts acquired in class to real situations; having the skills and competences required for the performance of basic business jobs; Ability to keep simple financial records and other transactions in the office, and operation and maintenance of office machines; Identification and discrimination among alternatives in resource allocation; Recognition and exercise of rights and responsibilities as consumers; Recognition and role playing as a productive participant in a free enterprise system

Following the discussion so far about business education, it can be identified that the aim / goal of business education is the production of manpower who possesses the requisite knowledge, skill and attitude for

harnessing other resources and bringing them together into a cooperative relationship, yielding the goods and services demanded by the society for the satisfaction of their wants and needs ((Nwokocha, 2004). Nwaokolo (1994:8) asserted that “Business education is aimed at turning out the right caliber of work force with business and entrepreneurial ability for positions in various sectors of the economy”.

The aim of Business Education can be summarized as follows:

- a. Provision of teachers with adequate business skills and pedagogy needed for imparting business skills, knowledge and attitudes to business education students in secondary schools, tertiary institutions and universities.
- b. To educate individual for and about business
- c. To provide a continuous programme of planned learning experiences designed to equip individuals to fulfill effectively their roles as workers consumers and citizens.
- d. To provide career information that helps students relate their interest, needs and abilities to occupational opportunities in business.

- e. To provide educational opportunities for students preparing for careers in field other than business in order to acquire business knowledge and skills needed to function effectively in those careers (Nwokocha, 2004).

According to Amaewhule (2005), the general objectives of business education includes the following:

1. Career exploration: provision of opportunities for students to explore the world of business and potential careers in it;
2. Consumer education – helping in developing in students ability to choose wisely goods and services that the world of business can offer;
3. Occupational intelligence – assistance in developing an intelligent understanding by all students in the various occupations which the world of business can provide;
4. Economic literacy – to develop a practical understanding by students and appreciation of the function of the economic system;
5. Personal use – to enable students to acquire business knowledge and skills for their personal use;

6. Vocational – to prepare students to enter and advance in business occupations for those who may wish to pursue business as a career;
7. Semi vocational – to prepare students with the ability to use business knowledge that other professional, industrial, agricultural, service and home making careers may be regarded as a pre-vocational function of business education;
8. Post-secondary school preparation to prepare students for more effectiveness, in their academic pursuit in business endeavours beyond what the secondary schools can provide.

Basically, business education has the following components:

1. Accounting

Oladejo (2008) sees accounting as basically an information system that provides economic information to decision makers. It is a financial information system that provides the guide and direction for business growth and development. It transcends record making machinery to taking vital economic and investment decisions for owners and stakeholders (Frankwood, 2007; Oladejo, 2008).

Accounting is regarded as an area of study needed to equip recipients with knowledge, skills and attitude necessary for efficient financial calculation required for occupational competence, and economic

activities of the organization. These are measured, recorded and communicated to interested parties for analysis and interpretation. This is rooted on the need to keep the records of business transactions. Both Umunnah (1992) and Ahukannah, Ndinechi and Arukwe (1989) were of the opinion that the role of accounting activities in the operation of business enterprise are recording financial data, analyzing financial data, preparation of accounting statements and communicating financial information to employers.

2. Office Technology Management

Secretarial education is what has recently metamorphosed into office technology management. Okpan (2006) and Okoro and Amagoh (2008) identified the following office education skills as; ability to understand the different filing systems, ability to manage information effectively, ability to follow trend in information technology, ability to write mailable letters and so on.

Secretarial functions play vital and pivotal role in the day-to-day managing of an organization. Hence, Okoye (1999) opined that the role of the secretary has been affected with the invasion of sophistication and dynamism in office activities as secretaries now work on computer

terminals that are connected to networks like the internet. Consequently, the fear of office automation replacing the secretary is seemingly more real than imagined.

3. Marketing

Marketing cuts across all frontiers if effective survival is to take place in the economy. Zimmerer, Scarborough & Wilson (2009) defined marketing, as the process of creating and delivering desired goods and services to customers. The ‘secret’ to successful marketing is to understand what your target customers’ needs, demands, and wants are before your competitors can offer them the products and services that will satisfy those needs, demands, and wants; and provide customers services, convenience, and value so that they will keep coming back.

Unfortunately, there appear to be a sizeable gap between sound marketing principles and actual marketing practices among small businesses. In a business, the marketing function cuts across the entire company, affecting every aspect of its operation from finance and production to hiring and purchasing as well as the company’s ultimate success. As competition for customers become move intense, business owners must understand the importance of developing creative marketing

strategies. Their success and survival depend on it. An effective marketing campaign does not require an entrepreneur to spend large amount of money, but it does demand creativity, ingenuity, and an understanding of customers buying habits.

4. Management

Management competencies are obtained to enhance the process of directing, administering or running an organization. It is essentially directing human efforts and energies and coordinating the whole as a team and giving vital leadership. Management consists of various components which include:

- **Planning:** this is the process of setting up target or objectives to be achieved in future and an outline of appropriate means necessary to accomplish them
- **Organizing:** this involves putting the right people in the right place in an organization
- **Directing:** This is the exerting of influence on people to work towards the organizational goal. It has to do with the interpersonal aspect of managing. It involves clarifying, guiding, teaching and

encouraging employees to perform effectively, zealously and confidentially.

- **Controlling:** It is the process of ensuring that organizational objective is actually being attained and correcting lapses where they occur. Its elements are setting standard, measuring performance, analysis of results and taking corrective measures (Roy, 2009).

Roles of Entrepreneurship in National Development

Entrepreneurships are the major drivers of economies in almost all countries of the world. Although, most of the roles played by entrepreneurs in the development of an economy are contained on the definitions of what entrepreneurship is, Hisrich and Peters (1998) observed that the role of entrepreneurship in economic development involves more than just increasing per capital output and income. It involves initiating and constituting change in the structure of business and society. This change is accompanied by growth and increased output.

Entrepreneurship contributes to the socio-economic development of a nation. Karki (2007) outlined the following as roles of entrepreneurship in economic development:

- ***Development of new markets:*** under the modern concept of marketing, marketers are people who are willing and able to satisfy their needs. In economics, this is called effective demand. Entrepreneurs are resourceful and creative. They can create customers or buyers. This makes them different from ordinary businessmen who only perform traditional functions of management like planning, organization and coordination. These new markets in-turn lead to economic development.
- ***Creation of Employment:*** the biggest employer is the private business sector. Entrepreneurship has provided jobs for millions of people in factories, service industries, agricultural enterprises and the numerous small-scale businesses. More jobs mean more production of goods and services to meet the increasing demand and this; stimulates economic growth and development.
- ***Economic Backbone:*** entrepreneurships are assumed as the economic backbone of every country. entrepreneurships are not only involved in generating employment opportunities to people but also play a vital role in generating foreign currency through exporting goods abroad. They help to utilize local resources, skills and techniques to produce goods and services.

- **Introduction of New Technology, New Machine and New Products:**

Entrepreneurship has always introduced something new and something different; this entrepreneurial spirit has greatly contributed to the modernization of economies. Every year, there are new technologies and new products. All these are intended to satisfy human needs.

Specifically, there are areas in which entrepreneurship is germane to national development. According to Ekanem (2005) entrepreneurship:

- Ensure rapid development
- Provide training ground for indigenous managers and semi-skilled workers
- Reduce rural to urban migration by engaging large fraction of the rural population as employees.
- Nurture indigenous raw material and processing industries to support large enterprises.
- Develop indigenous technology and raise the living standard of the rural dwellers.

According to the researcher, the resultant effect of all the above functions on national economy are:

- Enhancement of balance of payment position.

- Less dependent on important input relative to their capital investment
- Less pressure on the limited foreign exchange earnings.
- Boost foreign exchange earnings as indigenous products are exported.

Despite the roles entrepreneurship plays in economic development, where entrepreneurial spirit is inculcated in the life of the average Nigerian, youth restiveness and social vices will be reduced. This will help to build peace and security in the nation, which definitely brings about a boom in every sector of the Nigerian economy.

The current economic climate reminds us that the discussion about entrepreneurship and its potential impact is timeless. Several authors (Birch, 1979; Kirchoff & Philips, 1988; Reynolds, 1991; Acs, 1999) have argued that the economic impact of entrepreneurship is not just on business establishment level but also in its growth. Moreover, Bridge quoted in Bjerke (2008) stressed both economic and social benefits. Recently, the European Union Green Paper on Entrepreneurship (European Commission, 2003) sets out a range of benefits that can be associated with entrepreneurship. These benefits include contributing to economic growth by job creation and growth; fostering social and

economic cohesion particularly in less developed regions being crucial to competitiveness and productivity improvements; unlocking personal potential; and satisfying a range of social interests, by making wealth, jobs and diversity of choice for consumers available. Drawing on these indications of the benefits that are associated with entrepreneurship, it is possible to summarize a range of strategic, economic, spatial, social and personal benefits (Forfás, 2007; Morris, 2006).

Problems Encountered by Entrepreneurship in Nigeria

Olagunju (2004) identified seven major problems militating against entrepreneurship development in Nigeria:

- **Lack of Trust by Nigerians:** Olagunju (2004) noted that many Nigerians do not believe and trust the ability and capability of our entrepreneurs. There is the common belief that whatever is made in Nigeria is inferior to that made from abroad. This has affected the fortunes of entrepreneurs.
- **Lack of Education by Many Entrepreneurs:** Many of the entrepreneurs are illiterates or with little education and its difficult for them to grasp the rudimentary methods necessary to manage modern enterprises successfully. Though, recently, more educated people are now venturing into entrepreneurship.

- The dire shortage and inadequacy of infrastructural facilities in Nigeria is other major obstacle to entrepreneurial development.
- The problem of corruption has remained a cankerworm and a big obstacle to honest business transactions, most especially when an entrepreneur wants to deal with government officials' the entrepreneur has to rub their palm. This definitely adds to the cost of doing business.
- The political instability, which brings frequent changes in policies of government have also constituted a big problem to the development of entrepreneurship in Nigeria.
- Unguided and unrestricted importation of goods into the country engineered by peoples' insatiable demand for foreign goods has crippled many enterprises in Nigeria.
- Security situation caused by ethnic and political crises have also not helped entrepreneurship development.

The following are the problems of entrepreneurship in Nigeria:

- **Poor Financing:** Poor financing has been one of the greatest problems facing Business Education programme in Nigeria. Over the years, government has not provided enough funds for the

procurement of necessary equipment, machines and instructional materials as well as maintenance. This situation has negatively affected effective teaching and learning of entrepreneurship in Nigeria.

- **Epileptic Power Supply:** In Nigeria power/energy crisis has been the bane of successful entrepreneurship development and business operations. Most of the equipment and machines used for instructions in our institutions and business offices are electrically powered. Where electricity supply is not available or in short supply, machines and equipment tend to waste away due to disuse. This situation retards entrepreneurship practice in the country.
- **Wholesale Corrupt Practices:** The adverse effects of corruption in our national life have caused a very serious concern to well-meaning Nigerians. Nigeria has been known as one of the most corrupt oil-rich nation in the world. Many youths, adults and leaders in Nigeria have thrown away the virtue of hardwork and replaced it with the culture of corruption. Most of them have engaged in sharp practices of trading on counterfeit and expired drugs/cocaine/heroine, money laundering by politicians, over-invoicing of contracts, diversion of public funds, abandonment of

projects after collecting mobilization, mismanagement, looting of treasuries etc. In the light of above, Tyekpolor & Ugiagbe (2005) remarked that

Corrupt practices negate the encouragement, skills and full exploitation of economic opportunities and resources that abound throughout the length and breath of the country. This has contributed to the problems of entrepreneurship in Nigeria (221).

Theoretical Framework

Sociological Entrepreneurship Theory

The sociological entrepreneurial theory was propounded by Max Horkheimer in 1895. The sociological theory according to Simpey (2011) is the third of the major entrepreneurship theories. Sociological enterprise focuses on the social context. In other words, in the sociological theories the level of analysis is traditionally the society. Entrepreneurship is likely to get a boost in a particular social culture. Society's values, religious beliefs, custom, taboo influence the behaviour of the individuals in a society. The entrepreneur is a role performer according to role

expectations by the society. The sociologists argue that a person's environment is the major motivating factor for entrepreneurship and that ideas, traits and motives are not enough on their own for entrepreneurship to manifest. To them, there must be an enabling environment coupled with business opportunities for a new venture to emerge (Oroka, 2011).

There are identified four social contexts that relates to entrepreneurial opportunity. The first one is social networks. Here, the focus is on building social relationships and bonds that promote trust and not opportunism. In other words, the entrepreneur should not take undue advantage of people to be successful; rather success comes as a result of keeping faith with the people.

The second Simpey (2011) called the life course stage context which involves analyzing the life situations and characteristic of individuals who have decided to become entrepreneurs. The experiences of people could influence their thought and action so they want to do something meaningful with their lives.

The third context is ethnic identification. One's sociological background is one of the decisive "push" factors to become an entrepreneur. For example, the social background of a person determines how far he/she can go. Marginalized groups may violate all obstacles and

strive for success, spurred on by their disadvantaged background to make life better. The fourth social context is called population ecology. The idea is that environmental factors play an important role in the survival of businesses. The political system, government legislation, customers, employees and competition are some of the environmental factors that may have an impact on survival of new venture or the success of the entrepreneur.

This research is anchored on the sociological theory. This is because; the survival of business education graduates based on the entrepreneurial skills acquired will largely depend on the society as an environment. The sociological theorists argue that entrepreneurship is likely to get a boost in a particular social culture. Society's values, religious beliefs, custom, taboo influence the behaviour of the individuals in a society. A person's environment is the major motivating factor for entrepreneurship. There must be an enabling environment coupled with business opportunities for a new venture to emerge. Therefore, if the society where business education graduates lives is one that imbibes the spirit of entrepreneurship, then, they will be motivated to engage their entrepreneurial skills for a better economic survival.

Theoretical Studies

Accounting skills needed by Business Education Graduates

Accounting skills is regarded as an area of study needed to equip recipients with knowledge, skills and attitude necessary for efficient financial calculation required for occupational competence, and economic activities of the organization. These are measured, recorded and communicated to interested parties for analysis and interpretation. This is rooted on the need to keep the records of business transactions. Both Umunnah (1992) and Ahukannah, Ndinechi and Arukwe (1989) were of the opinion that the role of accounting activities in the operation of business enterprise are recording financial data, analyzing financial data, preparation of accounting statements and communicating financial information to employers.

Some of the accounting and financial skills needed by business education graduates for effective economic survival include: Knowledge of accounts; Knowledge of costing; Ability to interpret financial statement; Ability to acquire the skill of preparing financial statements; Ability to understand payroll and various deductions; Ability to know gross and net profit; Ability to know sources of funds; Ability to know how to obtain loans; A knowledge of federal, state and local government

levies, taxes and regulations; Acknowledge of factors involved in decision to grant loan by financial houses; Ability to process accounts receivable and accounts payable; Ability to process inventories; Ability to prepare ledgers and extract the trial balance; Ability to prepare daily cash reports; Ability to prepare bank reconciliation statements; Ability to keep sales and purchases records; Ability to keep debtors ledgers; Ability to prepare final accounts, profit and loss accounts and the balance sheet; Ability to calculate depreciation; and Ability to avoid unplanned expenditures and to prepare simple budget (Akpotowoh & Amahi, 2006; Salome, 2012).

Accounting skills are the totality of skills ranging from record keeping, attention directing, financial management and reporting skills that are expected to promote effective decision, performance evaluation and business reporting of any business enterprise. Although studies could not find record keeping skill as positive factor, financial management skill has been found to be contributory to business development (Carland and Carland 2009; Akande 2011). Attention directing skill enables the owner/ manager to make vital decision on production and pricing issues while reporting skill describes the method and technique by which business information are reported to the stakeholders of the business. Since financial management is accounting skill, owner/ manager entrepreneurs

are expected to possess such for vital business growth and development (Akande, 2011).

Oladejo (2008) sees accounting as basically an information system that provides economic information to decision makers. It is a financial information system that provides the guide and direction for business growth and development. It transcends record making machinery to taking vital economic and investment decisions for owners and stakeholders (Frankwood, 2007; Oladejo, 2008).

According to Accounting Education Change Commission (AECC) (1990) the accounting skills or knowledge needed by graduates for economic survival includes: History of the accounting profession and accounting thought; Content, concepts, structure, and meaning of reporting for organizational operations, both for internal and external use, including the information needs of financial decision makers and the role of accounting information in satisfying those needs; Policy issues, environmental factors, and the regulation of accounting; Ethical and professional responsibilities of an accountant; The process of identifying, gathering, measuring, summarizing, and analyzing financial data; Data in business organizations, including;

- The role of information systems
- The concepts and principles of information system design and use
- The methods and processes of information system design and use

The current and future roles of computer-based information technology; The concepts, methods, and processes of control that provide for the accuracy and integrity of financial data and safeguarding of business assets; The nature of attested services and the conceptual and procedural bases for performing them; Taxation and its impact on financial and managerial decisions; In-depth knowledge in one or more specialized areas, such as financial accounting, management accounting, taxation, information systems, auditing, nonprofit, government, and international accounting; Ability to apply accounting knowledge to solve real-world problems;

Some of the accounting skills and knowledge needed for effective job performance and consequently better economic survival are outlined below: Knowledge of generally accepted accounting theories, principles, methods, practices, and terminology; Knowledge of office practices and procedures and routine office supplies and equipment; Knowledge of the

application of data processing and terminology as it applies to maintaining financial control and accounting records; Knowledge of techniques commonly used in locating errors in accounting records; Knowledge of generally accepted auditing principles, procedures, and practices; Knowledge of cost accounting and cost funding procedures; Knowledge of governmental accounting and budgeting principles and procedures; Knowledge of federal grant procedures and reports; Ability to collect and organize accounting data, interprets its significance, and prepares accurate financial reports; Ability to present accounting data in a clear and understandable manner to both technical and non-technical users; Ability to solve difficult and complex accounting and related financial problems; Ability to analyze and recommend improvements in accounting systems; Ability to maintain records and prepare reports and correspondence related to the work; Ability to communicate effectively with others; Reviews and prepares financial statements and accounting reports for departmental management and federal agencies; Develops guidelines for the maintenance and reconciliation of financial data; maintains and reconciles the more difficult financial control records for expenditures, allotments, receipts, and encumbrances; Designs, revises, and implements accounting systems and procedures in accordance with generally accepted

accounting principles and theories; Conducts surveys to prepare recommendations for improvements, controls, new methods, and other changes to improve the efficiency of accounting systems; Reviews budgets and prepares related budget documents; Designs cost classification systems; develops guidelines to assign cost classifications to expenditures; Determines and analyzes direct and indirect costs in order to determine the cost of finished goods; Conducts cost studies and implements cost allocation plans; Provides consultation to local governmental units and others; regarding accounting systems and generally accepted accounting principles and theories; Maintains records and prepares reports and correspondence related to the work; Performs related work as assigned; and Ability to maintain favorable public relations (Michigan Civil Service Commission, 2013).

In line with Washington (1990), Michigan Civil Service Commission (2013) outlined some accounting skills required by business education graduates for economic survival thereby contributing maximally to the productivity of the economy, which are: Developing a budget; Staying within budget; Finding bargains; Estimating costs; Negotiating financial deals; Recognizing money-making opportunities; Ability to buy low and sell high; Managing money/ making money grow;

Setting financial priorities; Develop cost cutting solutions; Understanding economic principles; Eye for a profit; Gut feeling for financial trends; Ability to get financing.

Okpan (2006) identify some accounting skills which are required by Business Education graduates for successful entrepreneurship. These are ability to keep and control stocks, ability to avoid unplanned expenditure, ability to determine profit at a particular period, ability to find sources of capital to start business, ability to understand recording of business transactions.

Office Technology Management Skills Needed by Business Education Graduates

Currently much discussion at business conferences and periodicals centers on what is happening in offices and organizations. This is as a result of various complexities in the office system. As a result of the constant state of technological trends and economic flux, organizations under-go dramatic changes. Technical advances, new business procedures, international movements and automation – all seem to pose great challenges to the office secretary of today. The rapid scientific

climate and changes in the office appear to be uncomfortable with the secretary who can just type and write shorthand.

Secretarial functions play vital and pivotal role in the day-to-day managing of an organization. Hence, Okoye (1999) opined that the role of the secretary has been affected with the invasion of sophistication and dynamism in office activities as secretaries now work on computer terminals that are connected to networks like the internet. Consequently, the fear of office automation replacing the secretary is seemingly more real than imagined.

Secretarial education is what has recently metamorphosed into office technology management. Okpan (2006) and Okoro and Amagoh (2008) identified the following office education skills as; ability to understand the different filing systems, ability to manage information effectively, ability to follow trend in information technology, ability to write mailable letters and so on. Some office technology management skills are: Microsoft Office proficiency (as much of the Office Suite as possible); Typing speed; Ability to work without supervision; Attention-to-detail; Communication skills; Organizational skills; Ability to multi-task; Making arrangements; Scheduling; Expediting; Concentrating on

details; Efficient with paperwork; Using the telephone to get things done; Knowing how to get information; Organizing an office; Creating systems for data storage/retrieval; Memory for detail; Quickly spotting errors; Thorough understanding of regulations and procedures; Cutting through the red tape to achieve a goal; Expert at using and manipulating the system to resolve a problem; Processing information accurately; Pleasant phone voice; Learning office procedures quickly; Operating business machines; Proofreading, correcting (Washington, 1990).

It behooves on business education graduates to acquire the necessary office technology management skills in order to enhance their economic survival.

Marketing Skills Needed by Business Education Graduates

Okpan (2006) identifies marketing skills, such as ability to capture and retain the attention of customers, ability to promote and sell the organizational product, ability to analyze demand and supply situations, ability to acquire effective sales habits and so on.

Marketing cuts across all frontiers if effective survival is to take place in the economy. Zimmerer, Scarborough & Wilson (2009) defined marketing, as the process of creating and delivering desired goods and services to customers. The 'secret' to successful marketing is to

understand what your target customers' needs, demands, and wants are before your competitors can offer them the products and services that will satisfy those needs, demands, and wants; and provide customers services, convenience, and value so that they will keep coming back.

Unfortunately, there appear to be a sizeable gap between sound marketing principles and actual marketing practices among small businesses. In a business, the marketing function cuts across the entire company, affecting every aspect of its operation from finance and production to hiring and purchasing as well as the company's ultimate success. As competition for customers become more intense, business owners must understand the importance of developing creative marketing strategies. Their success and survival depend on it. An effective marketing campaign does not require an entrepreneur to spend large amount of money, but it does demand creativity, ingenuity, and an understanding of customers buying habits.

Some of the marketing skills outlined are: Marketing plan evaluation and development; Print advertising programs; Marketing deliverables: Copy, layout, and execution; Direct mail: Planning, testing, development and execution; Trade show planning, promotion, and

execution; Web site development; Public relations; Market testing; Video and multimedia; New product launches, start-ups, and sales turnarounds (Business Marketing Institute, 2013).

Marketing education involves two main concepts which are marketing and education; these include adaptability ability and creativity ability. Adaptability ability refers to the “ability to manage in a complex, interdependent world,” while creativity ability refers to “the use of imagination to create new things” which involves taking some risk. (Okute, Duruamaku-Dim, Ebitu, Duruamaku- Dim, 2013:1). Marketing education in Nigeria involves functional literacy which means the ability of salesmen and marketers to separate meanings and express ideas in various technologies as regards marketing. It also involves motivation of learners and customers to learn with the help of ICTs like videos, television and multimedia computer software.

The primary objective of training in marketing is to impart knowledge and techniques to the participants so that the marketing function of the organization can be properly carried out to enable it reach both its sales and profit targets as well as increase staff morale. The training programme may be handled internally by experienced Marketing

officers or contracted out to an agency firm with a thorough Supervision from the company (Ebitu, 2002).

There must be harmony between marketing and selling skills to gain increased sells. This means that increased sells result from unity between marketing skills and selling skills in pursuit of marketing and sales target. There are certain important marketing and sales processes in skill acquisition, each step is identified and discussed below. Marketing skills involving gaining attention of the clients or customers, building relationship when such attention is gained, discovering and identifying wants and needs of the clients, making presentation to conquer objections and resistance by the clients, gaining commitment from the clients or customers, delivering and distributing the products and services, following up/or monitoring and asking the clients for referrals. Selling skills involves strong communication skills of active listening and paying rapt attention, preparation by first understanding the client's needs and wants and moving forward. (Okute, Duruamaku-Dim, Ebitu & Duruamaku- Dim, 2013).

Management Skills Needed By Business Education Graduates

Ekpenyong and Ojo (2008) identified some management skills, such as ability to plan, organize and manage small scale business, ability to maintain business ethics and ability to interpret market information, ability to develop skills for effective supervision and coordination as well as ability to apply integrating skills.

Management skills are prerequisite for effective job performance in organizations amongst employers and employee's vis-à-vis business education graduates. Management skills are competencies obtained to enhance the process of directing, administering or running an organization. It is essentially directing human efforts and energies and coordinating the whole as a team and giving vital leadership. However, management skills needed for effective job performance consist of various components which include:

- **Planning:** this is the process of setting up target or objectives to be achieved in future and an outline of appropriate means necessary to accomplish them
- **Organizing:** this involves putting the right people in the right place in an organization

- **Directing:** This is the exerting of influence on people to work towards the organizational goal. It has to do with the interpersonal aspect of managing. It involves clarifying, guiding, teaching and encouraging employees to perform effectively, zealously and confidentially.
- **Controlling:** It is the process of ensuring that organizational objective is actually being attained and correcting lapses where they occur. Its elements are setting standard, measuring performance, analysis of results and taking corrective measures (Roy, 2009).

Scottish Qualifications Authority (2007) specifically introduced the following skill areas in management: Time management; Delegation; Managing workload and stress; Interpersonal communication; Assertiveness; Technological skills;

Time Management

Being able to manage time is an essential skill for a manager and is something you will need to be confident about. If you have ever thought about the commodity that is in shortest supply in the workplace, apart from money it is probably time. We recognize the value of team meetings, but far too frequently these are likely to be dropped when we are working

towards deadlines. We often drop 'the essential' in place of 'the urgent'. Therefore as a manager you need to look carefully at how you plan your processes so that you can streamline in order to save time.

Think about the following activities. They are thought to be some of the main timewasters in the workplace: Unnecessary meetings; Lack of priority setting; Poor delegation; Poor handling of paperwork; Taking too long over decision making; Travelling; Answering the telephone/emails etc.

Your own situation will be specific to your organization. For instance, one company may have regular prolonged meetings, while others would save precious time by having various teams getting together to discuss a consistent approach to a joint problem. Computers should save us time, but we are now barraged with emails; all need to be read, and many need answering. Mobile technology allows us to be 'on call' even when we are travelling. We can easily be distracted when we should be working on other things. All these issues can erode time, so it may be a good use of time to look at how much time we spend on each activity during a typical work day.

How good is your Time Management?

- Do your meetings start on time, or do we waste time waiting for team members to arrive?
- Are meetings effectively managed – how long does each meeting last – is there any wasted time?
- Do unpleasant tasks get left? Would it be more satisfying to clear unpleasant jobs in order to look forward for the more satisfying tasks?
- Do you need to hold the meetings that you do? What would be the result if they didn't happen?
- Do you prioritize tasks?
- Are there tasks that could more appropriately be undertaken by other members of staff?
- Do you do work at home that is not necessary?

Delegation

Being able to delegate is a skill which is essential for managers. The art of delegation does not always come naturally. We will find it easy to give an unpleasant or boring task to someone else, but is that always efficient? It can be de-motivating to be 'dumped' with unchallenging and

repetitious tasks. A good manager will fit the task to the skills of the available staff, and will look for ways to give responsibility to those around them. A good manager will delegate by empowering staff, enabling them to take on more responsibility.

It is important to recognize the danger that we often think that it would be quicker to do something oneself rather than asking someone else to do it. This is often because we need to train someone before some tasks can be done. To take the time to train someone can obviously be time consuming in the short term, but in the longer term is likely to benefit both you and your organization.

Delegation is about sharing workload and passing on a certain amount of responsibility to others. To delegate successfully you need to be able to understand your staff. You need to take the time to know their strengths, weaknesses and abilities, so that you understand their capabilities, and how they can support the work being undertaken.

To be able to delegate with confidence you need to: Be sure about your own abilities; Be sure about your staff and their abilities; Know your job role and the job roles being delegated; Trust your staff and their abilities; Communicate the requirements of work; Empower;

Managing Workload and Stress

Managers can spend much of their day planning the workload of their staff, but give little thought to their own workload. They have to deal with demands from their own smaller managers, and often have to pass on some of these demands to their own staff. It can be stressful to have to make decisions that may not be popular. It can be upsetting if we feel that we are misunderstood, or actively resented.

For some people this can lead to stress, which can be damaging to our health. Stress is a normal phenomenon, which can be positive, as it can spur us on to action. It is when stress becomes destructive that we need to find strategies for dealing with this. As a manager it is important for you to be able to recognize stress both in yourself but also in your staff. Stress is actually recognized by the Health and Safety Executive as a work hazard and something that we must take seriously

For you as a manager it is important that you recognize the different symptoms of stress. These include: Low self esteem; Drug or alcohol abuse; Tiredness; Anxiety; Anger; Headaches; Irritability; Apathy; Irrationality; Blood pressure; Depression;

Stress can be caused by a variety of pressures. For example: Change; Overwork; Lack of responsibility; Poor work/life balance;

Inappropriate deadlines; Jobs that ask for more skills than the staff has;
Job insecurity; Poor relationships; Financial insecurity;

Interpersonal Communication Skills

To become an effective manager you will need to develop effective interpersonal communication skills. You will need to communicate in a variety of different ways including:

- Verbally (face-to-face, telephone)
- In writing
- Using electronic communication (texts, emails, web-cams etc)

These are perhaps the most obvious methods and what you would typically associate with communication. These methods however are only the beginning, as we communicate in lots of other ways using non-verbal methods (body language). We all use this less obvious method of communication, but often we use these skills without recognizing that we are doing so. Think of body language. We all pick up and send these messages to each other, using the way we stand, facial expressions, clothing and gestures; all without being consciously aware of this process. Body language is important to you as manager. It helps you get your message across to colleagues and staff. Being aware of the body language of others can give you an insight into how your staffs are responding to

you. What does their body language tell you? To become a manager you will need to reflect on your ability to communicate and actively develop your communication skills to help facilitate effective communication with colleagues.

Take some time to honestly reflect on where you are now in respect to communication skills.

How good are your Communication Skills?

- Are you a good speaker?
- Are you a good listener?
- How good are you at interpreting non-verbal messages?
- How good are your written communication skills?
- How confident are you with the telephone?
- How good are you at using email and other forms of electronic communication?

Assertiveness

Being assertive is a skill that managers need. Being assertive sits between aggression and passivity. This is not an easy balance to achieve, as there is a fine line between being assertive and being aggressive. The real difference is that being assertive is when you state your views without

emotion, whereas being aggressive always includes personal emotion. If you want to be assertive about a situation, you will need to state your position. It may be that you have been asked by a member of staff for resources which are too expensive for the existing budget. It's not productive to be sarcastic, or sharp. You will need to calmly state the impracticality of the request, but suggest some alternative proposals.

Technological (ICT) Skills

Increasing, the use of computers is becoming a mainstream part of what we do. As a manager it is likely that you will be expected to use ICT in some way or form to support your work activities. In developing yourself as a manager you need to look carefully at your existing IT skills. You need to be sure you have the confidence to work effectively with the computers and computer applications you work with to help ensure the efficient use of your time and facilitate a streamlined process. For example you may think that you have a good writing style, but this may be spoilt by an inability to present word processed documents correctly (Scottish Qualifications Authority, 2007).

Some other management skills are outlined as follows: Planning problems and projects; Setting attainable goals; Determining priorities; Forecasting/Predicting; Scheduling effectively; Making persuasive

recommendations; Using facts while trusting gut feelings; Time management; Accurately predicting results of proposed action; Accurately assessing available resources; Anticipating problems before they develop; Anticipating reactions of people and sensing whether they will support a proposal; Finishing projects on time; Sensing whether a project or program will work and making appropriate recommendations; Developing alternative actions in case the primary plan doesn't work as expected; Developing innovative methods and techniques; Predicting where bottlenecks can occur and preparing workable plans to get around the bottlenecks; Considering all the details of a project, even the smallest; Organizing/Planning events; Organizing offices; Organizing systems; Organizing people to take action; Organizing data/information; Making sure people are in the right place at the right time; Organizing enjoyable and memorable happenings; Seeing the big picture; Completing projects on time; Setting priorities; Breaking through the red tape; Organizing projects and programs; Managing projects; Establishing effective policies/procedures; Negotiating and getting desired results; Working closely and smoothly with others; Gaining trust and respect of key people; Making effective recommendations; Anticipating problems and issues and preparing alternatives; Taking the initiative when opportunity appears;

Effectively overseeing a myriad of details; Handling details well without losing sight of the big picture; Responsive to other's needs; Finding and obtaining the resources necessary for a task; Making those above me look good; Getting people at all levels to support and implement decisions which have come down from the top; Implementing new programs; Working effectively with superiors and people in other work units; Gaining the cooperation of people or groups even when not possessing authority over them; Turning around negative situations; Obtaining allies (Washington, 1990).

Technical Skills Needed By Business Education Graduates

Analytic studies of the labor market have found, however, that there are skills gap between the labour requirements of an industrially developed society and the outputs from the educational system. One feature of current skills shortage is the widespread lack of important generic skills and social skills such as quality assurance skills, problem-solving skills, learning efficiency, flexibility and communication skills. These are in addition to shortages of critical scientific and technological skills.

Harvey and Green (1994) argued that the perceived skills gap occurs for four reasons. First, that education is a ‘once-and-for-all’ activity, which ignores the need for life-long learning and skills updating. Second, a lack of communication is experienced between higher education and commerce and industry. Third, a strong indifference and inconsistency of industrialists exist in identifying what they want. Fourth, there is a belief of threat to academic autonomy and freedom posed by closer links to commerce and industry (Farkas & Nagy, 2008). Technical skills include knowledge and application capabilities in computer use, programming languages, database management, optimization etc.

Washington (1990) enumerated the following as technical skills which when acquired by graduates, will be very important to enhance their survival in the economy: Interpreting/evaluating data; Evaluating reports and recommendations; Analyzing trends; Accurately predicting what will occur based on facts, trends, and intuition; Designing systems to collect or analyze information; Weighing pros and cons of an issue; Simplifying complex ideas; Exposing illogical thinking; Seeing both sides of an issue; Synthesizing ideas; Clarifying problems; Diagnosing needs/problems; Breaking down principles into parts; Constantly looking

for a better way; Identifying more efficient ways of doing things; Getting to the heart of an issue;

Technical skill is knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques (Katz, 1994). For example, in a computer software company, technical skill might include knowing software language and programming, the company's software products, and how to make these products function for clients. Similarly, in an accounting firm, technical skill might include understanding and having the ability to apply generally accepted accounting principles to a client's audit. In both these examples, technical skills involve a hands-on activity with a basic product or process within an organization. Technical skills play an essential role in producing the actual products a company is designed to produce.

Technical skills revolve around the ability to use the tools, procedure, and specialized knowledge and techniques of one's field. This might include competency in financial management techniques, general and specific computer skills, and pharmaco-economic analysis. Technical skills include:

- Knowledge of and proficiency in a certain specialized field, such as engineering, computers, financial and managerial accounting, or manufacturing.
- These skills are more important at lower levels of management since these managers are dealing directly with employees doing the organization's work (Christensen, 2013).

Technical skills are skills that reflect both an understanding of and a proficiency in a specialized field. Technical skills include knowledge of and proficiency in a certain specialized field, such as engineering, computers, accounting, or manufacturing. These skills are more important at lower levels of management since these managers are dealing directly with employees doing the organization's work. (Koontz, 2007).

Technical skills involve knowing about things and physical processes. For example, if three steps are required in a waste management process, individuals who have technical skills would know how to implement each of these three steps. People often obtain technical skills either through job training or technical colleges. Supervisors over specific

departments usually are managers who have strong specialized technical skills (Christensen, 2013).

Empirical Studies

Ekankumo, Kemebaradikumo and Braye (2011) conducted a study to determine the human resource management skills required of tertiary institution administration in Niger Delta States of Nigeria. Four research questions were developed in consonance with what the study sought to find out, four null hypotheses were formulated and tested at the probability of 0.05 level of significance. The descriptive survey design was adopted for the study. The data collected were analyzed using mean and standard deviation to answer the research questions, and t-test statistics for testing the hypotheses. The result of the four null hypotheses tested show how the respondents do differ significantly in some of their opinions on the items. The study found out that all the major skills of human resource management need to be emphasized in time of management, while government should provide all resources necessary for the practical training of students for the achievement of the aims and objectives of the institution. They however, made some recommendations based on the findings of the study.

This present study is related Ekankumo, Kemebaradikumo and Braye's (2011) study because both of them dealt with entrepreneurial skills. Though, Ekankumo, Kemebaradikumo and Braye's study created a vacuum by studying only one entrepreneurial skill (human management skill or human skill) but this present study is investigating seven entrepreneurial skills (accounting skills, office technology management skills, marketing skills, management skills, technical skills, human skills and conceptual skills), which makes this present study broader in content scope.

Okoro (2011) investigated entrepreneurs perception of entrepreneurship skills expected of business education graduates in Delta State. Four research questions were formulated to guide the study. The entire business education graduates who are entrepreneurs formed the population of the study. A sample size of 165 respondents was used for the study. A questionnaire containing 44 items was the instrument used to collect data. The data were analyzed using means scores. The study reveals that accounting skills, office practice skills, management skills and marketing skills are required by entrepreneurs for successful entrepreneurship. It was recommended that adequate teaching facilities, laboratories and lecturers should be provided by the school authorities.

This study on entrepreneurial skills needed by business education graduates in Delta State is related to Okoro's study, because both studies dealt on entrepreneurial skills in relation to business education graduates. However, Okoro's study has created a vacuum for this present study in that while Okoro's study majorly focused on entrepreneurs perception of entrepreneurship skills expected of business education graduates; this present study filled the gap by including the extent which these entrepreneurial skills are needed by business education graduates for their economic survival.

Salome, Osita, & Marcel (2012) carried out a study on entrepreneurial skills required by business related graduates for successful operation of a business enterprise in Enugu Commercial Centre and Environs. Specifically, the study examined the management skills, marketing skills, and accounting skills required by business related graduates for successful operation of a business enterprise. Three research questions were answered. Related literature and some empirical studies were reviewed. The study employed a survey research design and the population consisted of 300 respondents (managers). A modified 4-point Likert rating scale made up of 29 structured questionnaire items was used

in generating data for the study, while the instrument was face validated by some experts. Data collected were analyzed using the statistical mean (\bar{x}) and standard deviation. The finding revealed 9 management skills, 9 marketing skills and 8 accounting skills required by business related graduates for successful operation of a business enterprise. The capital based of the managers are not source of significant difference regarding the management, marketing and accounting skills required for successful operation of a business enterprise. It was recommended among others that the Business related curriculum should be reviewed with a View of dropping old courses that are no longer relevant, while new courses which have relevancy with the demands of the present day society be introduced to ensure the production of Business graduates that can face the challenges emanating from employment opportunities and being able to establish, manage and operate business enterprisers of their own.

The study conducted by Salome, Osita, and Marcel (2012); on entrepreneurial skills required by business related graduates for successful operation of a business enterprise in Enugu Commercial Centre and Environs, is related to this present study, which also dealt on entrepreneurial skills. However, their study created a vacuum for this present study, in that Salome, Osita, & Marcel's study focused on how

entrepreneurial skills required by business related graduates will be used for successful operation of business enterprises alone while this present study will extend how entrepreneurial skills can be used in all works of live for the economic survival of business education graduates.

Akande (2012) conducted a study on strategic entrepreneurial skills needed for better performance of SMEs operating in Oyo and Osun, Western parts of Nigeria. The data was collected on the influence of strategic entrepreneurial skills on service delivery of small businesses in Nigeria using selected block making enterprises in Oyo and Osun Western States-Nigeria as the case study. The study made use of cross-sectional survey design. Primary data were collected through the use of Questionnaire administered on 240 block making enterprises selected through a multistage probability technique and reports of operations over a five year- period (2005-2010). Chi- Square and ANOVA were applied to data collected and hypotheses testing. Results confirmed positive relationship between the dependent and explanatory variables. The study also revealed that strategic entrepreneurship is a new concept that requires much attention. Recommendations were blueprint on strategic entrepreneurial skills teaching and a boost on the existing infrastructure provision.

Akande's study is related to this present study, since both studies dealt on entrepreneurial skills. Though, Akande's study has created a vacuum for this present study because Akande's study only focused on how entrepreneurial skills are needed to better the performance of SMEs. However, this present study will include how entrepreneurial skills are needed by graduates for a better and productive living.

Summary of Literature Review

This chapter reviewed related literatures in line with the study on “entrepreneurial skills needed by business education graduates in Delta State”. The literatures reviewed further buttresses that graduates without the relevant entrepreneurial skills will find the labour market most unrewarding and unfavourable in terms of creating job for themselves instead of seeking jobs where none-exist. The entrepreneurial skills the study identified in the literature are: accounting skill, management skill, marketing skill, office technology management skill, human skill, conceptual skill, and technical skill. Also, the reviewed literature revealed that entrepreneurial skills have been acknowledged world wide as a potent and viable tools for self-empowerment, job creation and for economic survival.

This research is anchored on the sociological theory. This is because, the economic survival of business education graduates based on the entrepreneurial skills acquired will largely depend on the society as an environment. The sociological theorists argue that entrepreneurship is likely to get a boost in a particular social culture. Society's values, religious beliefs, custom, taboo influence the behaviour of the individuals in a society. A person's environment is the major motivating factor for entrepreneurship.

The empirical studies reviewed in this study, concentrated on how entrepreneurial skills will be used by business education graduates to enhance their job performance or for successful operation of SMEs; these studies found out that entrepreneurial skills influence the job performance of business education graduates. These studies have created a vacuum for this present study, in that this study assessed entrepreneurial skills needed by business education graduates in Delta State. However, while the other studies concentrated on entrepreneurial skills required by graduates for successful operation of business enterprises or to enhance their job performance alone' this present study will extend how entrepreneurial skills can be used in all works of live for the economic survival of

graduates vis-à-vis business education graduates. This makes this study broader in content scope.

CHAPTER THREE

METHOD

This chapter presents the description of the method and the procedure to be adopted for conducting the study. These are discussed under the following sub-headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

This study adopted a descriptive survey research design. According to Ali (2006), a descriptive survey study finds, describes, explains or reports events in their natural setting as they are without any manipulation of what caused the event or what is being observed. Ali further observed that through survey, researchers obtain vital facts about people, their beliefs, opinions, attitudes, and behaviour. The descriptive survey research design is considered appropriate for this study because Anaekwe (2007) explained that when a study centres on individuals and their opinions, the best research design should be the survey method. Since this

study will elicit responses from business education graduates on the entrepreneurial skills needed by business education graduates in Delta State, a descriptive survey design is considered suitable for this purpose.

Area of the Study

The study was conducted in five tertiary institutions in Delta State where business education programme was run namely: Delta State University, Abraka; College of Education, Warri; College of Education, Agbor; College of Physical Education, Mosogar; and Federal College of Education (T), Asaba. These institutions are spread out in the three senatorial Districts of Delta State; North, Central and South. Federal College of Education (T), Asaba and College of Education, Agbor are situated in Delta North senatorial district; College of Physical Education, Mosogar and Delta State University, Abraka are suited in Delta Central senatorial district; and College of Education, Warri is situated in Delta South senatorial district.

Delta State was created on the 27th of August 1991 from the defunct Bendel State. Bendel State was formerly known as the Midwestern Region states in August, 1963, from the western region. The State currently covers a landmass of about 18,050 km² of which more than

60% is land. Delta State lies roughly between Longitude 5°00 and 6°00' East and latitude 5°00 and 6°30' North. It has boundary in the North with Edo State, the East with Anambra State, the South-East with Bayelsa State, and on the Southern flank is the Bight of Benin which covers approximately 160 kilometres of the States coastline (Delta State, 2014).

Population of the Study

The population of this study comprised 377 business education graduates in the five tertiary institutions in Delta State, where business education is offered as a programme of study. These 377 business education graduates were the graduates duly registered with the alumni association of these institutions and who attended alumni meetings; as obtained from their attendance register. Therefore, the researcher relied on the register of the alumni association to obtain the population for this study as contained in Appendix C (p. 164). According to the demographic variables used in the hypotheses, these 377 business education graduates were made up of: 190 males and 187 females; while 144 are University graduates and 233 College of Education graduates.

Sample and Sampling Technique

There was no sampling for the study as the entire population was used as the sample, due to the fact that the population for the study was manageable.

Instrument for Data Collection

A structured questionnaire titled “Entrepreneurial Skills for Business Education Graduates Questionnaire (ESBEGQ) was used for the study. The 54-item survey instrument was developed by the researcher from the review of related literature of the study. The instrument consists of Sections A-F.

Response options for sections B-F were structured on a five-point rating scale as follows:

Very High Extent	(VHE)	=5
High Extent	(HE)	=4
Moderate Extent	(ME)	=3
Low Extent	(LE)	=2
Very Low Extent	(VLE)	=1

Section A contains 4 items, which elicited responses on the general information of respondents; while Section B dealt with research question 1. It contains 10 items, which elicited responses from Business Education graduates on accounting skills needed in Delta State.

Section C dealt with research question 2. It contains 10 items, which elicited responses from Business Education graduates on office technology management skills needed in Delta State.

Section D dealt with research question 3. It contains 10 items, which elicited responses from Business Education graduates on marketing skills needed in Delta State.

Section E dealt with research question 4. It contains 10 items, which elicited responses from Business Education graduates on management skills needed Delta State.

Section F dealt with research question 5. It contains 10 items, which elicited responses from Business Education graduates on technical skills needed in Delta State (see appendix B; p. 158).

Validation of the Instrument

The instrument for the study was subjected to face validity by five experts. Three of them were from the Department of Vocational Education, Nnamdi Azikiwe University, Awka and for the other two; one was from the Department of Educational Psychology (a measurement and evaluation expert) and the other one from Department of Vocational Education, both in the Delta State University, Abraka. The experts were provided with the title of the study, the research questions and hypotheses to be tested. They were requested to assess the items of the instrument in terms of relevance, clarity, appropriateness in addressing the purpose of the study and research questions, and whether the instrument was capable of eliciting the information needed for the study. Their comments and suggestions were used to prepare the final copy of the instruments; the researcher made a summary of their comments and effected the corrections appropriately (See Appendix F; p. 169)).

Reliability of the Instrument

To establish the reliability of the instrument, the validated questionnaire was trial tested on 30 business education graduates randomly selected from Rivers State University of Science and

Technology. Their responses on the instrument were used to determine the reliability of the instrument using Cronbach Alpha (α) Reliability test for internal consistency of the instrument, with the aid of Statistical Package for Social Sciences (SPSS).

The choice of Cronbach alpha's reliability was based on the fact that: the questionnaire items are of multiple response type; Cronbach's alpha provides for a more stable measure of homogeneity; and when using Likert-type scales it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability for the scales one is using (George & Mallery, 2003).

The following coefficients were obtained for the five sections: (B) .78, (C) .79, (D) .82, (E) .82, and (F) .80. A grand co-efficient of .80 was obtained which is a strong indicator of the consistency of the instrument overtime, and which showed that the instrument was highly reliable (See Appendix D; p. 165). According to Healy (2014), a more acceptable reliability coefficient to determine the reliability of an instrument is 0.70 and above.

Method of Data Collection

Three research assistants were trained by the researcher on the administration and collection of the questionnaire. A total of 377 copies of the questionnaire were personally administered to business education graduates by the researcher with the help of the three research assistants. A self-addressed envelope containing the instrument was sent to respondents that could not be accessed physically; this enabled the researcher to bear the cost of postage and as well enhance the rate of return. However, 341 copies were duly returned and used for the study which was 90% rate of return. The duly completed and returned questionnaire formed the basis of analysis in chapter four.

Method of Data Analysis

The mean and standard deviation were employed in answering the five research questions, while Z-test statistics was employed in testing the ten null hypotheses at 0.05 level of significance.

In interpreting the mean for the various items, the response categories in the questionnaire were defined as follows:

Response Category	Point	Boundary Limit
Very High Extent (VHE)	5	4.50-5.00
High Extent (HE)	4	3.50-4.49
Moderate Extent (ME)	3	2.50-3.49
Low Extent (LE)	2	1.50-2.49
Very Low extent (VLE)	1	0.50-1.49

In interpreting the item means for the research questions, 4.50-5.00; 3.50-4.49; and 2.50-3.49 were regarded as Very High Extent; High Extent; and Moderate Extent respectively.

The choice of employing Z-test statistic in testing the ten hypotheses was because, the Z-test is used when testing the hypothesis about the difference between two populations means, which are equal to or greater than 30 (i.e. $n > 30$).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter dealt with the data collected from 341 respondents in answering the research questions and in testing the null hypotheses formulated. The data were analyzed using appropriate statistical tools and presented in tables.

Research Question 1

To what extent are accounting skills needed by Business Education graduates in Delta State?

In order to answer research question one, the data generated in Section B of the questionnaire were analyzed and presented as shown in Table 1

Table 1**Mean and Standard Deviation on the Extent Business Education****Graduates need Accounting Skills**

S/N	Item	\bar{X}	SD	Decision
1	Ability to interpret financial statement	3.27	1.42	Moderate Extent
2	Knowledge of accounts as a skill for economic survival	3.46	1.25	Moderate Extent
3	Preparing bank reconciliation statements	3.38	1.26	Moderate Extent
4	Preparing daily cash reports as an accounting skill for economic survival	3.87	.97	High Extent
5	Ability to understand payroll and various deductions	3.35	1.31	Moderate Extent
6	calculating depreciation as an accounting skill for economic survival	3.32	1.34	Moderate Extent
7	Acknowledging of factors involved in decision to grant loan by financial houses	3.49	1.21	Moderate Extent
8	Ability to avoid unplanned expenditures	3.95	.96	High Extent
9	Ability to solve difficult and complex accounting and related financial problems	3.31	1.36	Moderate Extent
10	Ability to find sources of capital to start business and the recording of business transactions	3.89	1.02	High Extent
	Mean of Means	3.53	1.21	High Extent

N = 341

The data in Table 1 revealed that items 1, 2, 3, 5, 6, 7 and 9 had mean scores ranging from 3.27 to 3.49 which were the boundary limits for moderate extent. This implies that business education graduates responded to the fact that: ability to interpret financial statement; knowledge of accounts as a skill for economic survival; preparing bank

reconciliation statements; ability to understand payroll and various deductions; calculating depreciation as an accounting skill for economic survival; acknowledging of factors involved in decision to grant loan by financial houses; and ability to solve difficult and complex accounting and related financial problems; are needed moderately by business education graduates as accounting skills in Delta State. However, items 4, 8 and 10 showed that the mean scores of the respondents (business education graduates) ranged from 3.87 to 3.95 which were the boundary limits for high extent. This revealed that business education graduates responded to the fact that: preparing daily cash reports as an accounting skill for economic survival; ability to avoid unplanned expenditures; and ability to find sources of capital to start business and the recording of business transactions are needed to a high extent by business education graduates as accounting skills in Delta State. Therefore, since the mean of means was 3.53, it is concluded that in the opinion of business education graduates, accounting skills are needed to a high extent in Delta State.

Research Question 2

To what extent are office technology management skills needed by Business Education graduates in Delta State?

In order to answer research question two, the data generated in Section C of the questionnaire were analyzed and presented as shown in Table 2

Table 2

Mean and Standard Deviation on the Extent Business Education Graduates need Office Technology Management Skills

S/N	Item	\bar{X}	SD	Decision
1	Ability to understand the organizations method and procedures of filing as an office technology management skill	3.25	1.36	Moderate Extent
2	ability to manage information effectively	3.87	1.03	High Extent
3	competencies to follow trend in information technology	4.65	.48	Very High Extent
4	ability to write mailable letters	3.68	1.23	High Extent
5	Microsoft office proficiency for reduction in unemployment	3.78	1.10	High Extent
6	Ability to work without supervision for effective job performance	3.52	1.18	High Extent
7	Competencies in communication skills for economic survival	3.68	1.09	High Extent
8	Processing information accurately on the job as an office technology management skill for economic survival	3.51	1.30	High Extent
9	Ability to use and manipulate the computer system in resolving societal problems	4.65	.48	Very High Extent
10	Operating business machines in meeting societal needs	3.56	1.20	High Extent
	Mean of Means	3.82	1.05	High Extent

N=341

The data in Table 2 showed that only item 1 had a mean score of 3.25 which is within the boundary limit for moderate extent, indicating that ability to understand the organizations method and procedures of filing as an office technology management skill is needed to a moderate extent by business education graduates in Delta State. Items 3 and 9 both had mean scores of 4.65 each which are within the boundary limit for very high extent. This implies that business education graduates responded to the fact that: competencies to follow trend in information technology; and ability to use and manipulate the computer system in resolving societal problems are needed by them to a very high extent as office technology management skills for economic survival in Delta State. Items 2, 4, 5, 6, 7, 8, and 10 had mean scores ranging from 3.51 to 3.87 which were within the boundary limits for highly extent. This implies that business education graduates responded to the aforementioned items on office technology management skills needed by them to a high extent. The standard deviation values which ranged from .48 to 1.36 showed that the opinions of the respondents were not too far from the mean. However, since the mean of means was 3.82, it therefore implies that business education graduates agreed to majority of the items on office technology management skills as needed to a high extent in Delta State.

Research Question 3

To what extent are marketing skills needed by Business Education graduates in Delta State?

In order to answer research question three, the data generated in Section D of the questionnaire were analyzed and presented as shown in Table

Table 3**Mean and Standard Deviation on the Extent Business Education Graduates need Marketing Skills**

S/N	Item	\bar{X}	SD	Decision
1	Ability to capture and retain the attention of customers as a marketing skill for economic survival	3.72	1.06	High Extent
2	Ability to promote and sell the organizational product	3.57	1.21	High Extent
3	skills to analyze demand and supply situations	3.24	1.38	Moderate Extent
4	Ability to acquire effective distributive skills	3.33	1.35	Moderate Extent
5	Skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment	3.57	1.21	High Extent
6	Ability to deliver and distribute the products and services of an organization	3.72	1.06	High Extent
7	Ability for new product launches, start-ups, and sales turnarounds as a marketing skill for economic survival	2.99	1.51	Moderate Extent
8	Promotion as a marketing skill for economic survival	3.57	1.21	High Extent
9	Selling skills for increased sales of organizational products as a marketing skill for better standard of living	3.24	1.36	Moderate Extent
10	Skills in print advertising of programs as a marketing skill for economic survival	3.11	1.45	Moderate Extent
	Mean of Means	3.41	1.28	Moderate Extent

N=341

The data in Table 3 revealed that items 3, 4, 7, 9 and 10 had mean scores ranging from 2.99 to 3.33 which were the boundary limits for moderate extent. This implies that business education graduates

responded to the fact that: skills to analyze demand and supply situations; ability to acquire effective distributive skills; ability for new product launches, start-ups, and sales turnarounds as a marketing skill; Selling skills for increased sales of organizational products as a marketing skill for better standard of living; and skills in print advertising of programs as a marketing skills moderately needed by business education graduates in Delta State. However, items 1,2,5,6 and 8 showed that the mean scores of the respondents (business education graduates) ranged from 3.57 to 3.72 which were the boundary limits for high extent. This revealed that business education graduates responded to ability to capture and retain the attention of customers as a marketing skill; ability to promote and sell the organizational product; skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment; ability to deliver and distribute the products and services of an organization; and promotion as a marketing skill needed to a high extent by business education graduates in Delta State. The standard deviation values which ranged from 1.06 to 1.38 showed that the opinions of the respondents were not too far from the mean. Therefore, since the mean of means was 3.41, it is deduced that in the opinion of business education graduates, marketing skills are needed to a moderate extent in Delta State.

Research Question 4

To what extent are management skills needed by Business Education graduates in Delta State?

In order to answer research question four, the data generated in Section E of the questionnaire were analyzed and presented as shown in Table 4

Table 4

Mean and Standard Deviation on the Extent Business Education Graduates need Management Skills

S/N	Item	\bar{X}	SD	Decision
1	Ability to organize	3.86	1.04	High Extent
2	Ability to interpret market information as a management skill for economic survival	3.69	1.09	High Extent
3	Ability to plan as a management skill for economic survival	3.65	1.18	High Extent
4	Ability to maintain business ethics as a management skill for economic survival	3.10	1.36	Moderate extent
5	Ability to develop skills for effective supervision	3.86	1.04	High Extent
6	Ability to apply integrating skills	3.01	1.45	Moderate Extent
7	Ability to run a business as a management skill for better standard of living	3.63	1.15	High Extent
8	Managing workload and stress in organizations	3.50	1.28	High Extent
9	Ability to manage time on the job as a management skill for a better economic survival	3.07	1.41	Moderate Extent
10	Ability to coordinate, direct and manage human efforts for improved job performance	3.78	1.07	High Extent
	Mean of Means	3.52	1.21	High Extent

N=341

The data in Table 4 showed that items 4, 6 and 9 had mean scores ranging from 3.01 to 3.10 which were the boundary limits for moderate extent. This implies that business education graduates responded to ability to maintain business ethics as a management skill; ability to apply integrating skills; and ability to manage time on the job as a management skill are moderately needed by business education graduates in Delta State. However, items 1, 2, 3, 5, 7, 8 and 10 showed that the mean scores of the respondents (business education graduates) ranged from 3.50 to 3.86 which were the boundary limits for high extent. This showed that business education graduates responded to the fact that: ability to organize; ability to interpret market information as a management skill; ability to plan as a management skill; ability to develop skills for effective supervision; ability to run a business as a management skill for better standard of living; managing workload and stress in organizations; and ability to coordinate, direct and manage human efforts for improved job performance are needed to a high extent by business education graduates as management skills in Delta State. The standard deviation values which ranged from 1.04 to 1.45 showed that the opinions of the respondents were not too far from the mean. Therefore, since the mean of means was

3.52, it is concluded that in the opinion of business education graduates, management skills are needed to a high extent in Delta State

Research Question 5

To what extent are technical skills needed by Business Education graduates in Delta State?

In order to answer research question five, the data generated in Section F of the questionnaire were analyzed and presented as shown in Table 5

Table 5

**Mean and Standard Deviation on the Extent Business Education
Graduates need Technical Skills**

S/N	Item	\bar{X}	SD	Decision
1	Analyzing trends in organization as a technical skill for enhanced job performance	3.16	1.36	Moderate Extent
2	Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival	3.42	1.25	Moderate Extent
3	Simplifying complex ideas on the job as a technical skill for improved conditions of employment	3.38	1.26	Moderate Extent
4	Synthesizing ideas in solving problems as a technical skill for economic survival	3.82	1.02	High Extent
5	ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival	3.36	1.30	Moderate Extent
6	competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance	3.31	1.33	Moderate Extent
7	Competencies in clarifying problems while working with other as a technical skill for economic survival	3.48	1.21	Moderate Extent
8	Ability to diagnosing needs/problems of communities as a technical skill for economic survival	3.92	.94	High Extent
9	analytical ability and skills to improve organizational standard as a technical skill for effective job performance	3.30	1.35	Moderate Extent
10	ability to use the tools and procedures on the job as a technical skill for effective job performance	3.89	.99	High Extent
Mean of Means		3.50	1.20	High Extent

N=341

The data in Table 5 revealed that items 1, 2, 3, 5, 6, 7, and 9 had mean scores ranging from 3.16 to 3.48 which are within the boundary limit for moderate extent, indicating that: analyzing trends in organization as a technical skill for enhanced job performance; accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill; simplifying complex ideas on the job as a technical skill for improved conditions of employment; ability to use appropriate tools and techniques to aid organizational processes as a technical skill; competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance; competencies in clarifying problems while working with other as a technical skill; and analytical ability and skills to improve organizational standard as technical skills needed to a moderate extent by business education graduates in Delta State. Items 4, 8 and 10 had mean scores of 3.82, 3.92 and 3.89 respectively which are within the boundary limits for very high extent. This implies that business education graduates responded to the aforementioned items on technical skills needed by them for economic survival to a high extent. The standard deviation values which ranged from .94 to 1.36 showed that the opinions of the respondents were not too far from the mean. Since the mean of means was

3.50, it therefore implies that business education graduates agreed that technical skills are needed to a high extent in Delta State.

Hypotheses Testing

Null Hypothesis 1

Ho₁: There is no significant difference between the mean ratings of male and female business education graduates on the accounting skills needed by them Delta State

To test hypothesis one, data extracted from Appendix H were used and the results presented in Table 6

Table 6

Two-tailed Z-test Result of the Mean Responses of Male and Female Business Education Graduates on the Accounting Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Male	143	3.53	1.22	339	0.05	0.16	<1.96	NS
Female	198	3.52	1.21					

The data in Table 6 showed the analysis of z-test used to test the significant difference between the mean ratings of male and female business education graduates on the accounting skills needed by them in Delta State. The statistical result showed that all the items tested are not significant. Also, the average mean of the calculated z-value of 0.16 at 339 degree of freedom is less than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the accounting skills needed by them in Delta State is therefore accepted. This means that male and female business education graduates responses on the accounting skills needed in Delta State, are the same or similar.

Null Hypothesis 2

H₀₂: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the accounting skills needed by them in Delta State

To test hypothesis two, data extracted from Appendix I were used and the results presented in Table 7

Table 7

Two-tailed Z-test Result of the Mean Responses of Business Education Graduates from Universities and those from Colleges of Education (COE) on the Accounting Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Universities	111	4.02	0.88	339	0.05	5.33	>1.96	S
COE	230	3.30	1.15					

The data in Table 7 showed the analysis of z-test used to test the significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the accounting skills needed in Delta State. The statistical result showed that all the items tested are significant. Also, the average mean of the calculated z-value of 5.33 at 339 degree of freedom is higher than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE)

on the accounting skills needed by them in Delta State is therefore rejected. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the accounting skills needed in Delta State, are not the same.

Null Hypothesis 3

H₀₃: There is no significant difference in the mean ratings of male and female business education graduates on the office technology management skills needed by them in Delta State

To test hypothesis three, data extracted from Appendix J were used and the results presented in Table 8

Table 8

Two-tailed Z-test Result of the Mean Responses of Male and Female Business Education Graduates on the Office Technology Management Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Male	143	3.87	1.23	339	0.05	1.09	<1.96	NS
Female	198	3.61	1.17					

The data in Table 8 showed the analysis of z-test used to test the significant difference between the mean ratings of male and female business education graduates on the office technology management needed by them in Delta State. The statistical result showed that all the items tested are not significant. Also, the average mean of the calculated z-value of 1.09 at 339 degree of freedom is less than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the office technology management skills needed by them in Delta State is therefore accepted. This means that male and female business education graduates responses on the office technology management skills needed in Delta State, are the same or similar.

Null Hypothesis 4

Ho₄: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the office technology management skills needed by them in Delta State

To test hypothesis four, data extracted from Appendix K were used and the results presented in Table 9

Table 9

Two-tailed Z-test Result of the Mean Responses of Business Education Graduates from Universities and those from Colleges of Education (COE) on the Office Technology Management Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Universities	111	3.55	0.77	339	0.05	5.20	>1.96	S
COE	230	3.62	1.10					

The data in Table 9 showed the analysis of z-test used to test the significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the office technology management skills needed by them in Delta State. The statistical result showed that items 3 and 9 tested are not significant, while all other items are significant. Also, the average mean of the calculated z-value of 5.20 at 339 degree of freedom is higher than the

table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the office technology management skills needed by them in Delta State is therefore rejected. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the office technology management skills needed by them in Delta State, are not the same.

Null Hypothesis 5

H₀₅: There is no significant difference in the mean ratings of male and female business education graduates on the marketing skills needed by them in Delta State

To test hypothesis five, data extracted from Appendix L were used and the results presented in Table 10

Table 10

Two-tailed Z-test Result of the Mean Responses of Male and Female Business Education Graduates on the Marketing Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Male	143	3.80	1.27	339	0.05	5.07	>1.96	S
Female	198	3.12	1.11					

The data in Table 10 showed the analysis of z-test used to test the significant difference between the mean ratings of male and female business education graduates on the marketing skills needed by them in Delta State. The statistical result showed that all the items tested are not significant. Also, the average mean of the calculated z-value of 5.07 at 339 degree of freedom is less than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the marketing skills needed by them in Delta State is therefore accepted. This means that male and female business education graduates responses on the marketing skills needed in Delta State, are the same or similar.

Null Hypothesis 6

H₀₆: There is no significant difference between the mean ratings of business education graduates of University and Colleges of Education on the marketing skills needed in Delta State

To test hypothesis six, data extracted from Appendix M were used and the results presented in Table 11

Table 11

Two-tailed Z-test Result of the Mean Responses of Business Education Graduates of University and Colleges of Education on the Marketing Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Universities	111	3.45	1.24	339	0.05	0.39	<1.96	NS
COE	230	3.38	1.30					

The data in Table 11 revealed the analysis of z-test used to test the significant difference between the mean ratings business education graduates of University and Colleges of Education on the marketing skills needed by them in Delta State. The statistical result showed that all the

items tested are not significant. Also, the average mean of the calculated z-value of 0.39 at 339 degree of freedom is less than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of business education graduates of University and Colleges of Education on the marketing skills needed by them in Delta State is therefore accepted. This means that business education graduates of University and Colleges of Education responses on the marketing skills needed in Delta State, are the same or similar.

Null Hypothesis 7

H₀₇: There is no significant difference in the mean ratings of male and female business education graduates on the management skills needed by them in Delta State

To test hypothesis seven, data extracted from Appendix N were used and the results presented in Table 12

Table 12

Two-tailed Z-test Result of the Mean Responses of Male and Female Business Education Graduates on the Management Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Male	143	3.61	1.10	339	0.05	2.60	>1.96	S
Female	198	3.41	1.27					

The data in Table 12 showed the analysis of z-test used to test the significant difference between the mean ratings of male and female business education graduates on the management skills needed by them in Delta State. The statistical result showed that items 8 and 9 tested are not significant, while all other items are significant. Also, the average mean of the calculated z-value of 2.60 at 339 degree of freedom is higher than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the management skills needed by them in Delta State is therefore rejected. This means that male and

female business education graduates responses on the management skills needed in Delta State, are not the same.

Null Hypothesis 8

H₀₈: There is no significant difference in the mean ratings of graduates from Universities and those from Colleges of Education on the management skills needed by them in Delta State

To test hypothesis eight, data extracted from Appendix O were used and the results presented in Table 13.

Table 13

Two-tailed Z-test Result of the Mean Responses of Business Education Graduates from Universities and those from Colleges of Education (COE) on the Management Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Universities	111	4.08	0.84	339	0.05	6.47	>1.96	S
COE	230	3.24	1.26					

The data in Table 13 showed the analysis of z-test used to test the significant difference between the mean ratings of business education

graduates from Universities and those from Colleges of Education (COE) on the management skills needed by them in Delta State. The statistical result showed that all the items tested are significant. Also, the average mean of the calculated z-value of 6.47 at 339 degree of freedom is higher than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the management skills needed by them in Delta State is therefore rejected. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the management skills needed in Delta State, are not the same.

Null Hypothesis 9

H₀₉: There is no significant difference between the mean ratings of male and female business education graduates on the technical skills needed by them in Delta State

To test hypothesis nine, data extracted from Appendix P were used and the results presented in Table 14

Table 14

Two-tailed Z-test Result of the Mean Responses of Male and Female Business Education Graduates on the on the Technical Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Male	143	3.50	1.20	339	0.05	0.17	<1.96	NS
Female	198	3.51	1.21					

The data in Table 14 showed the analysis of z-test used to test the significant difference between the mean ratings of male and female business education graduates on the technical skills needed by them in Delta State. The statistical result showed that all the items tested are not significant. Also, the average mean of the calculated z-value of 0.17 at 339 degree of freedom is less than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the technical skills needed by them in Delta State is therefore accepted. This means that male and female business education graduates responses on the technical skills needed in Delta State, are the same or similar.

Null Hypothesis 10

H₀₁₀: There is no significant difference in the mean ratings of business education graduates from Universities and those from Colleges of Education on the technical skills needed by them in Delta State

To test hypothesis ten, data extracted from Appendix Q were used and the results presented in Table 15

Table 15

Two-tailed Z-test Result of the Mean Responses of Business Education Graduates from Universities and those from Colleges of Education (COE) on the Technical Skills Needed by them

Category	N	\bar{X}	Std	Df	Level of sig.	Z-cal	Z-crit	Decision
Universities	111	3.45	1.24	339	0.05	0.56	<1.96	NS
COE	230	3.38	1.30					

The data in Table 15 showed the analysis of z-test used to test the significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the technical skills needed by them in Delta State. The statistical result

showed that all the items tested are not significant. Also, the average mean of the calculated z-value of 0.56 at 339 degree of freedom is lower than the table value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the technical skills needed by them in Delta State is therefore accepted. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the technical skills needed in Delta State, are similar or the same.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussion

In this section the findings are discussed under subheadings as follows:

Accounting Skills Needed by Business Education Graduates

The findings of the study revealed that accounting skills are needed by business education graduates to a high extent in Delta State. Some of the accounting skills which are needed to a high extent are: preparing daily cash reports as an accounting skill for economic survival; ability to avoid unplanned expenditures; and ability to find sources of capital to start business and the recording of business transactions. The result above, confirms the views of Akpotowoh and Amahi (2006); and Salome (2012) that some of the accounting and financial skills needed by business education graduates for effective economic survival include: knowledge of accounts, knowledge of costing, ability to interpret financial statement, ability to acquire the skill of preparing financial statements, ability to understand payroll and various deductions, ability to know gross and net

profit ability to know sources of funds, ability to know how to obtain loans, a knowledge of federal, state and local government levies, taxes and regulations, acknowledging of factors involved in decision to grant loan by financial houses, ability to process accounts receivable and accounts payable, ability to process inventories, ability to prepare ledgers and extract the trial balance, ability to prepare daily cash reports etc.

More so, the study also revealed that the following accounting skills are needed moderately by business education graduates; ability to interpret financial statement; knowledge of accounts as a skill for economic survival: preparing bank reconciliation statements; ability to understand payroll and various deductions; calculating depreciation as an accounting skill for economic survival; acknowledging of factors involved in decision to grant loan by financial houses; and ability to solve difficult and complex accounting and related financial problems. Okpan (2006) corroborated these findings by identifying some accounting skills which are required by Business Education graduates for successful entrepreneurship. These are ability to keep and control stocks, ability to avoid unplanned expenditure, ability to determine profit at a particular period, ability to find sources of capital to start business, ability to understand recording of business transactions.

The results of the analysis in Table 6 showed that there was no significant difference between the mean ratings of male and female business education graduates on the accounting skills needed by them in Delta State. This means that male and female business education graduates did not respond differently on the accounting skills needed by them for economic survival in Delta State. More so, the results in Table 7 revealed that the null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the accounting skills needed by them in Delta State is therefore rejected. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the accounting skills needed by them in Delta State are not the same. On accounting skills, Michigan Civil Service Commission (2013) noted that accounting skills are required by business education graduates for economic survival thereby contributing maximally to the productivity of the economy.

Office Technology Management Skills Needed by Business Education Graduates

The study found out that the mean of 3.82 in research question 2 showed that business education graduates agreed to majority of the items on office technology management skills as needed by them to a high extent for economic survival in Delta State. The office technology management skills needed by business education graduates are: ability to understand the different filing systems in an organization; competencies to follow trend in information technology; ability to use and manipulate the computer system in resolving societal problems; operating business machines in meeting societal needs; processing information accurately on the job as an office technology management skill for economic survival; competencies in communication skills for economic survival; ability to work without supervision for effective job performance; Microsoft office proficiency for reduction in unemployment; and ability to manage information effectively.

The results in Table 8 show that the null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the office technology management skills

needed by them in Delta State is therefore accepted. This means that male and female business education graduates responses on the office technology management skills needed by them for economic survival in Delta State, are the same or similar. More so, the results in table 9 reveal that the null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the office technology management skills needed by them in Delta State is therefore rejected. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the office technology management skills needed by them in Delta State, are not the same.

The above findings are in consonance with Okpan (2006) and Okoro and Amagoh (2008) who identified the following office education skills as; ability to understand the different filing systems, ability to manage information effectively, ability to follow trend in information technology, ability to write mailable letters and so on.

Also supporting the above findings Washington (1990) deposed some office technology management skills as needed for economic survival to include: Microsoft Office proficiency; typing speed; ability to work

without supervision; attention-to-details; communication skills; organizational skills; ability to multi-task; knowing how to get information; organizing an office; creating systems for data storage/retrieval; thorough understanding of regulations and procedures; cutting through the red tape to achieve a goal; expert at using and manipulating the system to resolve a problem; processing information accurately; and operating business machines.

Marketing Skills Needed by Business Education Graduates

The results of the findings in Table 3 revealed that the marketing skills which are needed to a moderate extent by business education graduates for economic survival in Delta State includes: skills to analyze demand and supply situations; ability to acquire effective distributive skills; ability for new product launches, start-ups, and sales turnarounds as a marketing skill; Selling skills for increased sales of organizational products as a marketing skill for better standard of living; and skills in print advertising of programs as a marketing skill. While, the marketing skills which are needed to a high extent by business education graduates for economic survival in Delta State includes: ability to capture and retain the attention of customers as a marketing skill; ability to promote and sell

the organizational product; skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment; ability to deliver and distribute the products and services of an organization; and promotion as a marketing skill. More so, the results in table 10 reveal the null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the marketing skills needed by them in Delta State is therefore accepted. This means that male and female business education graduates responses on the marketing skills needed by them in Delta State, are the same or similar. Furthermore, the results in table 11 show that the null hypothesis of no significant difference between the mean ratings of business education graduates of University and Colleges of Education on the marketing skills needed by them in Delta State is therefore accepted. This means that business education graduates of University and Colleges of Education responses on the marketing skills needed by them in Delta State, are the same or similar.

In corroborating the findings above, Zimmerer, Scarborough & Wilson (2009) opined that marketing skills cuts across all frontiers, if effective survival is to take place in the economy. Business Marketing

Institute (2013) outlined some basic marketing skills needed for economic survival which includes: marketing plan evaluation and development; print advertising programs; marketing deliverables: Copy, layout, and execution; direct mail: Planning, testing, development and execution; trade show planning, promotion, and execution; web site development; public relations; market testing; video and multimedia; and new product launches, start-ups, and sales turnarounds.

Management Skills Needed by Business Education Graduates

The study found out that business education graduates need to a moderate extent the following management skills for economic survival: ability to maintain business ethics as a management skill for economic survival; ability to apply integrating skills; and ability to manage time on the job as a management skill for a better economic survival. While business education graduates highly needed the following management skills: ability to organize; ability to interpret market information as a management skill for economic survival; ability to plan as a management skill for economic survival; ability to develop skills for effective supervision; ability to run a business as a management skill for better standard of living; managing workload and stress in organizations; and

ability to coordinate, direct and manage human efforts for improved job performance. Furthermore, the results in Table 12 reveal that the null hypothesis of no significant difference between the mean ratings of male and female business education graduates on the management skills needed by them for economic survival in Delta State is therefore rejected. This means that male and female business education graduates responses on the management skills needed by them for economic survival in Delta State, are not the same. More so, the results in table 13 show that the null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the management skills needed by them in Delta State is therefore rejected. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the management skills needed by them in Delta State, are not the same.

In line with the above findings Roy (2009) noted that management skills are prerequisite for economic survival. Management skills are competencies obtained to enhance the process of directing, administering or running an organization. This is essentially directing human efforts and energies and coordinating the whole as a team and giving vital leadership.

However, management skills needed for effective economic survival. In supporting Roy, Washington (1990) outlined some management skills needed for economic survival: planning problems and projects; setting attainable goals; determining priorities; forecasting/Predicting; scheduling effectively; making persuasive recommendations; using facts while trusting gut feelings; time management; accurately predicting results of proposed action; accurately assessing available resources; anticipating problems before they develop; developing alternative actions in case the primary plan doesn't work as expected; developing innovative methods and techniques; predicting where bottlenecks can occur and preparing workable plans to get around the bottlenecks; considering all the details of a project, even the smallest; making sure people are in the right place at the right time; organizing enjoyable and memorable happenings; establishing effective policies/procedures; negotiating and getting desired results; working closely and smoothly with others; gaining trust and respect of key people; making effective recommendations; anticipating problems and issues and preparing alternatives; taking the initiative when opportunity appears; getting people at all levels to support and implement decisions which have come down from the top; implementing new programs; working effectively with superiors and people in other work

units; gaining the cooperation of people or groups even when not possessing authority over them etc.

Technical Skills Needed by Business Education Graduates

The findings of the study revealed that technical skills are needed by business education graduates to a high extent for economic survival in Delta State. Some of the technical skills which are needed to a high extent include: analyzing trends in organization as a technical skill for enhanced job performance; accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival; simplifying complex ideas on the job as a technical skill for improved conditions of employment; ability to use appropriate tools and techniques to aid organizational processes as a technical skill; competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance; competencies in clarifying problems; working with other as a technical skill; and analytical ability and skills to improve organizational standard as technical skills.

The findings in Table 14 show that there is no significant difference between the mean ratings of male and female business education graduates on the technical skills needed by them in Delta State is therefore

accepted. This means that male and female business education graduates responses on the technical skills needed by them in Delta State, are not different. Also, the results in table 15 reveal that the null hypothesis of no significant difference between the mean ratings of business education graduates from Universities and those from Colleges of Education (COE) on the technical skills needed by them in Delta State is therefore accepted. This means that business education graduates from Universities and those from Colleges of Education (COE) responses on the technical skills needed by them in Delta State, are similar or the same.

Washington (1990) and Christensen (2013) enumerated the technical skills which when acquired by graduates, will be very important to enhance their survival in the economy as: interpreting/evaluating data; evaluating reports and recommendations; analyzing trends; accurately predicting what will occur based on facts, trends, and intuition; designing systems to collect or analyze information; weighing pros and cons of an issue; simplifying complex ideas; exposing illogical thinking; seeing both sides of an issue; synthesizing ideas; clarifying problems; diagnosing needs/problems; breaking down principles into parts; constantly looking

for a better way; identifying more efficient ways of doing things; and getting to the heart of an issue.

In corroborating the above findings, Harvey and Green (1994) argued that there are skills gap between the labour requirements of an industrially developed society and the outputs from the educational system. One feature of current skills shortage is the widespread lack of important generic skills and social skills such as quality assurance skills, problem-solving skills, learning efficiency, flexibility and communication skills. These are in addition to shortages of critical scientific and technical skills.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

Business education graduates in Delta State need the following entrepreneurial skills (accounting skill, office technology management skill, marketing skill, management skill and technical skill). Male and female business education graduates responses on the accounting skills needed in Delta State, are the same or similar, but business education

graduates from Universities and those from Colleges of Education (COE) responses on the accounting skills needed in Delta State, are not the same.

Male and female business education graduates responses on the office technology management skills needed in Delta State, are the same or similar, but business education graduates from Universities and those from Colleges of Education (COE) responses on the office technology management skills needed in Delta State, are not the same.

Male and female business education graduates responses on the marketing skills needed by them in Delta State, are the same or similar, and business education graduates of University and Colleges of Education responses on the marketing skills needed by them in Delta State, are also the same or similar.

Male and female business education graduates responses on the management skills needed by them in Delta State, are not the same, and business education graduates from Universities and those from Colleges of Education (COE) responses on the management skills needed in Delta State, are also not the same.

Male and female business education graduates responses on the technical skills needed by them in Delta State, are the same or similar, and business education graduates from Universities and those from Colleges of Education (COE) responses on the technical skills needed in Delta State, are also similar or the same

Implications of the Study

The findings of this study have positive implications for business education, which includes:

The knowledge gained from these findings on entrepreneurial skills needed by business education graduates will aid business educators to improve the curriculum on key areas they would focus on in equipping students with the relevant entrepreneurial skills and knowledge that would enable business education students to set-up viable and successful entrepreneurs, when they graduate.

The findings of this research will in no doubt be of tremendous benefit to business educators; by bringing to their consciousness the extent of entrepreneurial skills needed by business education graduates for economic survival. The knowledge obtained from this study, will aid

business educators on the extent they should equip business education students on entrepreneurial skills to enhance their economic survival when they graduate.

The findings of the study will immensely assist researchers in Business Education and other related disciplines in this area of study, as a reference material. Thus, this will help to increase the data bank of these researchers on updated entrepreneurial skills needed by business education graduates for economic survival in Delta State.

The findings of this research will better inform the government on how to plan for the business education graduates in the country and to equally put the necessary machinery in place to reposition the educational system to be more responsive to the needs of the society, improve the employability of the graduates, and create opportunity for entrepreneurship

Recommendations

In line with the findings of the study and conclusions drawn, the following recommendations were made:

1. Business educators should be more creative and more innovative in their instruction by equipping business education students with the relevant entrepreneurial skills of; accounting skills, office technology management skills, management skills, marketing skills, and technical skills; which will enable business education students to stand the better chance of surviving economically when they graduate.
2. Business education programmes in tertiary institutions should have more courses on entrepreneurship training and development embedded in their courses. This will enable business education graduates to be well grounded on skills that will enhance their successful running of entrepreneurships.
3. Government and all education stakeholders should endeavour to provide adequate facilities and laboratories, to enhance the practical work of business education students and to boost their efficiency.

4. The world is gradually moving towards greater involvement of the private sector in development initiatives (e.g. privatization). To this end, it is recommended that private sector captains and chieftains should lend a helping hand in the development of business education programmes, in procuring vital equipment and resource materials; knowing fully well that their (private sector operators') interests are served when they have top flight personnel in their employment. No doubt, this will ultimately increase productivity.
5. Business education graduates should lend themselves to continuous workshops, seminars and conferences to acquaint themselves with global entrepreneurial skills for an enhanced economic survival.

Limitations of the Study

The major constraints encountered by the researcher were: difficulty in getting relevant materials for effective research work. Secondly, the findings are based on the use of self-reported survey data which may be affected by response bias therefore giving room for halo effects. Thirdly, data were collected at a single point in time, which does not allow for changes in perception and attitudes over time. Fourthly,

reaching out to the respondents on data collection was quite cumbersome for the researcher.

Suggestions for Further Studies

The following suggestions were made for further research:

1. Examination of entrepreneurial skills required by operators of Small and Medium Scale Enterprises in Delta State
2. An investigation of impediments to acquisition of entrepreneurial skills needed by business education graduates for economic survival in Delta State.

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APPENDIX A

LETTER TO RESPONDENTS

Department of Vocational Education
(Business Education Unit)
Nnamdi Azikiwe University,
Akwa.
10th November, 2013.

Dear Respondent,

REQUEST FOR COMPLETION OF QUESTIONNAIRE

I am a postgraduate student of the above named department and institution. The attached descriptive instrument is meant to elicit your candid opinion on an academic research specifically tagged “*Assessment of Entrepreneurial Skills Needed by Business Education Graduates for Economic Survival in Delta State*”.

Please be honest in your responses as they will be treated with utmost confidentiality and anonymity. The information will not be used for any other purpose than that stated.

Thanks

Yours faithfully,

Igberaharha, Omovigho Clever

(Researcher)

APPENDIX B

QUESTIONNAIRE ITEMS

(ENTREPRENEURIAL SKILLS FOR BUSINESS EDUCATION GRADUATES QUESTIONNAIRE (ESBEGQ))

Section A: Personal Data of Respondents

Please complete the following questionnaire items in each section by ticking (✓) in the brackets or fill the most appropriate category that best represents your opinion

(1) Office Location: North Senatorial District () South Senatorial District () Central Senatorial District ()

(2) Gender: Male () Female ()

(3) Years of Working Experience: 0-5yrs () 6-10yrs () 11yrs and above ()

(4) Type of Institution: University () College of Education ()

NB: Use the following guidelines to indicate your level of agreement or disagreement to the questionnaire items in sections B-G. They are:

VHE = Very High Extent

HE = High Extent

ME = Moderate Extent

LE = Low Extent

VLE = Very Low Extent

S/N	Section B: Accounting Skills Needed by Business Education Graduates	VHE	HE	ME	LE	VLE
1	Ability to interpret financial statement					
2	Knowledge of accounts as a skill for economic survival					
3	Preparing bank reconciliation statements					
4	Preparing daily cash reports as an accounting skill for economic survival					
5	Ability to understand payroll and various deductions					
6	calculating depreciation as an accounting skill for economic survival					
7	Acknowledge of factors involved in decision to grant loan by financial houses					
8	Ability to avoid unplanned expenditures					
9	Ability to solve difficult and complex accounting and related financial problems					
10	Ability to find sources of capital to start business and the recording of business transactions					
	Section C: Office technology management skills needed by Business Education graduates					
1	Ability to understand the different filing systems in an organization as an office technology management skill					
2	ability to manage information effectively					

3	competencies to follow trend in information technology					
4	ability to write mailable letters					
5	Microsoft office proficiency for reduction in unemployment					
6	Ability to work without supervision for effective job performance					
7	Competencies in communication skills for economic survival					
8	Processing information accurately on the job as an office technology management skill for economic survival					
9	Ability to use and manipulate the computer system in resolving societal problems					
10	Operating business machines in meeting societal needs					
	Section D: Marketing skills needed by Business Education graduates					
1	Ability to capture and retain the attention of customers as a marketing skill for effective job performance					
2	Ability to promote and sell the organizational product					
3	skills to analyze demand and supply situations					
4	Ability to acquire effective distributive skills					
5	Skills in discovering and identifying wants and needs of a client as a marketing skill for					

	reduction in unemployment					
6	Ability to deliver and distribute the products and services of an organization					
7	Ability for new product launches, start-ups, and sales turnarounds as a marketing skill for economic survival					
8	Promotion as a marketing skill for economic survival					
9	Selling skills for increased sales of organizational products as a marketing skill for better standard of living					
10	Skills in print advertising of programs as a marketing skill for economic survival					
	Section E: Management skills needed by Business Education graduates					
1	Ability to organize					
2	Ability to interpret market information as a management skill for economic survival					
3	Ability to plan as a management skill for economic survival					
4	Ability to maintain business ethics as a management skill for economic survival					
5	Ability to develop skills for effective supervision					
6	Ability to apply integrating skills					
7	Ability to run a business as a management					

	skill for better standard of living					
8	Managing workload and stress in organizations					
9	Ability to manage time on the job as a management skill for a better economic survival					
10	Ability to coordinate, direct and manage human efforts for improved job performance					
	Section F: Technical skills needed by Business Education graduates					
1	Analyzing trends in organization as a technical skill for enhanced job performance					
2	Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival					
3	Simplifying complex ideas on the job as a technical skill for improved conditions of employment					
4	Synthesizing ideas in solving problems as a technical skill for economic survival					
5	ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival					
6	competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance					

7	Competencies in clarifying problems while working with other as a technical skill for economic survival					
8	Ability to diagnosing needs/problems of communities as a technical skill for economic survival					
9	analytical ability and skills to improve organizational standard as a technical skill for effective job performance					
10	ability to use the tools and procedures on the job as a technical skill for effective job performance					

APPENDIX C

POPULATION/ SAMPLE OF STUDY

S/N	Institution	Business Education Graduates
1	Delta State University, Abraka.	144
2	College of Education, Warri.	69
3	College of Education, Agbor.	58
4	College of Physical Education, Mosogar.	34
5	Federal College of Education (T), Asaba	72
	TOTAL	377

Source: Field Survey, 2014

APPENDIX D

SPSS OUTPUT ON CRONBACH ALPHA RELIABILITY

COEFFICIENTS OF THE INSTRUMENT

	N	Mean	Variance	SD		
Statistics for Scale	30	4.8221	3.8187	1.5515		
	Mean	Min	Max	Range	Min/Max	Variance
Item Means	4.638	3.313	4.979	.6667	.2013	.0729
Item Variance	1.075	.8017	1.411	.7092	2.011	.0714
Inter-Item Correlations	.4824	.1415	.5861	.5446	5.127	.0191
	Scale Mean	Scale Variance	Item Total	Squared	Alpha	
			Correlation	Multiple		
Item Total				Correlation		
Item 1	25.5428	25.0479	.6046	.4909	.7988	
Item 2	25.7917	23.2748	.5351	.3693	.8063	
Item 3	25.5892	24.6525	.4260	.4474	.8219	
Item 4	25.2500	25.2128	.5134	.4587	.8081	
Item 5	25.4301	22.9202	.6578	.5104	.7874	
Item 6	25.7083	24.3387	.4473	.3116	.7192	
Item 7	25.1250	23.9840	.6134	.5202	.7949	
Item 8	25.4375	24.0811	.6432	.4751	.7920	
Item 9	25.1260	25.5729	.7146	.4709	.7188	
Item 10	25.7827	23.3338	.6251	.4293	.7663	
Average Reliability Coefficient for Section B =					.7814	
Item 11	25.6847	24.7835	.4660	.5174	.8219	

Item 12	25.2512	25.6738	.6234	.5287	.7881
Item 13	25.6490	22.9292	.6578	.5304	.8174
Item 14	25.8073	24.3737	.4473	.4216	.7662
Item 15	25.1250	23.9850	.6884	.5102	.7949
Item 16	25.4375	24.0891	.6902	.5451	.7440
Item 17	25.1650	25.0969	.6746	.6709	.7988
Item 18	25.7597	23.2848	.5771	.4393	.7913
Item 19	25.6467	24.6175	.6760	.4474	.7819
Item 20	25.2820	25.6728	.6434	.4587	.8081
Average Reliability Coefficient for Section C =					.7913
Item 21	25.6460	22.3402	.7378	.5104	.8274
Item 22	25.8083	24.9987	.4973	.3116	.8192
Item 23	25.9250	23.9840	.6834	.5202	.7949
Item 24	25.6375	24.0811	.6932	.4751	.7920
Item 25	25.1660	25.0479	.5446	.5309	.7988
Item 26	25.7687	23.2748	.5351	.5693	.7963
Item 27	25.7897	24.6525	.4260	.5474	.8419
Item 28	25.4320	25.2128	.5134	.4587	.8381
Item 29	25.6790	22.9202	.6578	.5104	.7974
Item 30	25.8903	24.3387	.4473	.3116	.8592
Average Reliability Coefficient for Section D =					.8165
Item 31	25.1250	23.9840	.6734	.5202	.7849
Item 32	25.4445	24.0811	.6892	.4751	.7920
Item 33	25.1850	25.8579	.6456	.4309	.7968
Item 34	25.7927	23.2998	.5631	.4293	.8573
Item 35	25.6657	24.6535	.4260	.4474	.8459

Item 36	25.2480	25.2948	.5934	.4887	.8911
Item 37	25.8960	22.8802	.6658	.5404	.7894
Item 38	25.5433	24.6487	.4723	.4216	.8922
Item 39	25.8760	23.8940	.6224	.6102	.7969
Item 40	25.5695	24.0081	.6542	.6251	.7940
Average Reliability Coefficient for Section E =					.8241
Item 41	25.1390	25.0849	.6466	.4909	.7998
Item 42	25.6937	23.2748	.5541	.3693	.8063
Item 43	25.8757	24.6525	.4670	.5174	.8439
Item 44	25.2544	25.2748	.5434	.4587	.8421
Item 45	25.6740	22.9672	.6898	.5104	.7894
Item 46	25.9821	24.3387	.5473	.3167	.8342
Item 47	25.1760	23.9840	.6334	.5295	.7679
Item 48	25.6895	24.0811	.6432	.4742	.7980
Item 49	25.7530	25.0479	.6046	.4909	.7448
Item 50	25.8647	23.2748	.5351	.3656	.8063
Average Reliability Coefficient for Section F =					.8033
Alpha					
Reliability Coefficients for 50 Items .8033					

APPENDIX E

LETTER TO VALIDATES

Department of Vocational Education
(Business Education Unit)
Nnamdi Azikiwe University,
Akwa.
2nd May, 2014.

.....
.....

Dear Sir,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a Postgraduate student of the above named department and institution. I am carrying out an academic research on *“Assessment of Entrepreneurial Skills Needed by Business Education Graduates for Economic Survival in Delta State”*.

Attached herewith are sheets containing the purpose of the study, research questions, hypotheses and draft copies of the instrument. Kindly vet the instrument for content, clarity and suitability for use in collecting data for the study.

Specifically, you are requested to reward/delete/add items as appropriate and make general comments or suggestions for improving the instrument towards meeting the purpose of the study.

Thanks for your anticipated favourable response.

Yours faithfully,

Igberaharha, Omovigho Clever
(Researcher)

Validate’s Name.....

Signature.....

Comments.....

Appendix F

Summary of Suggestions Made by Validates and the Corrections Effectuated on the Questionnaire

Item	Suggestion	Correction Effectuated
<p><u>Section A</u></p> <p>General information</p>	<p>Remove “general information” and replace with “personal data of respondents”. Also delete items that are not necessary for collection of data for the study</p>	<p>This was effectuated</p>
<p><u>Section B</u></p> <p>Item 8</p>	<p>Separate “unplanned expenses” and “simple budget”</p>	<p>The sentence was reframed by deleting simple budget</p>
<p><u>Section C</u></p>	<p>Avoid repetition of economic survival in all items</p>	<p>The changes were effectuated</p>
<p><u>Section D</u></p>	<p>Recast all items to reflect the purpose of the study</p>	<p>This was effectuated</p>
<p><u>Section E & F</u></p> <p>Item 40, 46 & 47</p>	<p>Replace “competencies” with “skills”</p>	<p>The change was effectuated</p>

APPENDIX G

DESCRIPTIVE STATISTICS FOR RESEARCH QUESTIONS

RESEARCH QUESTION ONE

Descriptive Statistics

	N	Mean	Std. Deviation
Ability to interpret financial statement	341	3.27	1.415
Knowledge of accounts as a skill for economic survival	341	3.46	1.247
Preparing bank reconciliation statements	341	3.38	1.256
Preparing daily cash reports as an accounting skill for economic survival	341	3.87	.973
Ability to understand payroll and various deductions	341	3.35	1.314
calculating depreciation as an accounting skill for economic survival	341	3.32	1.342
Acknowledge of factors involved in decision to grant loan by financial houses	341	3.49	1.214
Ability to avoid unplanned expenditures	341	3.95	.956
Ability to solve difficult and complex accounting and related financial problems	341	3.31	1.358
Ability to find sources of capital to start business and the recording of business transactions	341	3.89	1.021
Valid N (listwise)	341		

RESEARCH QUESTION TWO

Descriptive Statistics

	N	Mean	Std. Deviation
Ability to understand the different filling systems in an organization as an office technology management skill	341	3.25	1.359
ability to manage information effectively	341	3.87	1.025
competencies to follow trend in information technology	341	4.65	.483
ability to write mailable letters	341	3.68	1.230
Microsoft office proficiency for reduction in unemployment	341	3.78	1.097
Ability to work without supervision for effective job performance	341	3.52	1.175
Competencies in communication skills for economic survival	341	3.68	1.090
Processing information accurately on the job as an office technology management skill for economic survival	341	3.51	1.296
Ability to use and manipulate the computer system in resolving societal problems	341	4.65	.483
Operating business machines in meeting societal needs	341	3.56	1.203
Valid N (listwise)	341		

RESEARCH QUESTION THREE

Descriptive Statistics

	N	Mean	Std. Deviation
Ability to capture and retain the attention of customers as a marketing skill for effective job performance	341	3.72	1.059
Ability to promote and sell the organizational product	341	3.57	1.205
skills to analyze demand and supply situations	341	3.24	1.375
Ability to acquire effective distributive skills	341	3.33	1.354
Skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment	341	3.57	1.205
Ability to deliver and distribute the products and services of an organization	341	3.72	1.059
Ability for new product launches, start-ups, and sales turnarounds as a marketing skill for economic survival	341	2.99	1.511
Promotion as a marketing skill for economic survival	341	3.57	1.205
Selling skills for increased sales of organizational products as a marketing skill for better standard of living	341	3.24	1.375
Skills in print advertising of programs as a marketing skill for economic survival	341	3.11	1.445
Valid N (listwise)	341		

RESEARCH QUESTION FOUR

Descriptive Statistics

	N	Mean	Std. Deviation
Ability to organize	341	3.86	1.035
Ability to interpret market information as a management skill for economic survival	341	3.69	1.091
Ability to plan as a management skill for economic survival	341	3.65	1.180
Ability to maintain business ethics as a management skill for economic survival	341	3.10	1.356
Ability to develop skills for effective supervision	341	3.86	1.035
Ability to apply integrating skills	341	3.01	1.453
Ability to run a business as a management skill for better standard of living	341	3.63	1.152
Managing workload and stress in organizations	341	3.50	1.283
Ability to manage time on the job as a management skill for a better economic survival	341	3.07	1.405
Ability to coordinate, direct and manage human efforts for improved job performance	341	3.78	1.067
Valid N (listwise)	341		

RESEARCH QUESTION FIVE

Descriptive Statistics

	N	Mean	Std. Deviation
Analyzing trends in organization as a technical skill for enhanced job performance	341	3.16	1.364
Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival	341	3.42	1.250
Simplifying complex ideas on the job as a technical skill for improved conditions of employment	341	3.38	1.256
Synthesizing ideas in solving problems as a technical skill for economic survival	341	3.82	1.016
ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival	341	3.36	1.297
competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance	341	3.31	1.334
Competencies in clarifying problems while working with other as a technical skill for economic survival	341	3.48	1.207
Ability to diagnosing needs/problems of communities as a technical skill for economic survival	341	3.92	.942
analytical ability and skills to improve organizational standard as a technical skill for effective job performance	341	3.30	1.350
ability to use the tools and procedures on the job as a technical skill for effective job performance	341	3.89	.992
Valid N (listwise)	341		

APPENDIX H

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 1

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Ability to interpret financial statement	Male	143	3.28	1.416	.118
	Female	198	3.26	1.418	.101
Knowledge of accounts as a skill for economic survival	Male	143	3.45	1.249	.104
	Female	198	3.46	1.249	.089
Preparing bank reconciliation statements	Male	143	3.37	1.265	.106
	Female	198	3.39	1.253	.089
Preparing daily cash reports as an accounting skill for economic survival	Male	143	3.87	.963	.081
	Female	198	3.86	.982	.070
Ability to understand payroll and various deductions	Male	143	3.36	1.308	.109
	Female	198	3.34	1.322	.094
calculating depreciation as an accounting skill for economic survival	Male	143	3.33	1.336	.112
	Female	198	3.31	1.349	.096
Acknowledge of factors involved in decision to grant loan by financial houses	Male	143	3.49	1.221	.102
	Female	198	3.49	1.212	.086
Ability to avoid unplanned expenditures	Male	143	3.94	.966	.081
	Female	198	3.95	.952	.068
Ability to solve difficult and complex accounting and related financial problems	Male	143	3.32	1.351	.113
	Female	198	3.30	1.366	.097
Ability to find sources of capital to start business and the recording of business transactions	Male	143	3.87	1.070	.089
	Female	198	3.91	.986	.070

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to interpret financial statement	Equal variances assumed	.002	.961	.110	339	.913	.017	.156	-.289	.323
	Equal variances not assumed			.110	306.369	.913	.017	.156	-.289	.323
Knowledge of accounts as a skill for economic survival	Equal variances assumed	.000	.997	-.074	339	.941	-.010	.137	-.280	.259
	Equal variances not assumed			-.074	306.101	.941	-.010	.137	-.280	.260
Preparing bank reconciliation statements	Equal variances assumed	.014	.905	-.169	339	.866	-.023	.138	-.295	.248
	Equal variances not assumed			-.169	304.322	.866	-.023	.138	-.295	.249
Preparing daily cash reports as an accounting skill for economic survival	Equal variances assumed	.137	.712	.145	339	.885	.016	.107	-.195	.226
	Equal variances not assumed			.146	309.534	.884	.016	.107	-.194	.225
Ability to understand payroll and various deductions	Equal variances assumed	.035	.853	.126	339	.899	.018	.144	-.266	.302
	Equal variances not assumed			.127	308.039	.899	.018	.144	-.265	.302
calculating depreciation as an accounting skill for economic survival	Equal variances assumed	.020	.886	.105	339	.916	.016	.147	-.275	.306
	Equal variances not assumed			.106	307.800	.916	.016	.147	-.274	.305
Acknowledge of factors involved in decision to grant loan by financial houses	Equal variances assumed	.008	.928	-.003	339	.998	.000	.133	-.263	.262
	Equal variances not assumed			-.003	304.779	.998	.000	.134	-.263	.263

Ability to avoid unplanned expenditures	Equal variances assumed	.061	.805	-.166	339	.868	-.017	.105	-.224	.189
	Equal variances not assumed			-.166	303.531	.868	-.017	.105	-.225	.190
Ability to solve difficult and complex accounting and related financial problems	Equal variances assumed	.032	.858	.125	339	.901	.019	.149	-.275	.312
	Equal variances not assumed			.125	308.098	.900	.019	.149	-.274	.312
Ability to find sources of capital to start business and the recording of business transactions	Equal variances assumed	1.452	.229	-.419	339	.675	-.047	.112	-.268	.174
	Equal variances not assumed			-.414	290.823	.679	-.047	.114	-.271	.177

APPENDIX I

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 2

Group Statistics

Category2	N	Mean	Std. Deviation	Std. Error Mean
Ability to interpret financial statement	Universities 111	3.85	1.037	.098
Colleges of education	230	2.99	1.489	.098
Knowledge of accounts as a skill for economic survival	Universities 111	3.96	.883	.084
Colleges of education	230	3.22	1.324	.087
Preparing bank reconciliation statements	Universities 111	3.86	.949	.090
Colleges of education	230	3.15	1.321	.087
Preparing daily cash reports as an accounting skill for economic survival	Universities 111	4.23	.738	.070
Colleges of education	230	3.69	1.023	.067
Ability to understand payroll and various deductions	Universities 111	3.87	.964	.092
Colleges of education	230	3.09	1.385	.091
calculating depreciation as an accounting skill for economic survival	Universities 111	3.86	.989	.094
Colleges of education	230	3.06	1.413	.093
Acknowledge of factors involved in decision to grant loan by financial houses	Universities 111	3.98	.884	.084
Colleges of education	230	3.25	1.280	.084
Ability to avoid unplanned expenditures	Universities 111	4.32	.700	.066
Colleges of education	230	3.77	1.013	.067
Ability to solve difficult and complex accounting and related financial problems	Universities 111	3.86	.977	.093
Colleges of education	230	3.04	1.435	.095
Ability to find sources of capital to start business and the recording of business transactions	Universities 111	4.32	.690	.065
Colleges of education	230	3.69	1.089	.072

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to interpret financial statement	Equal variances assumed	28.970	.000	5.446	339	.000	.856	.157	.547	1.165
	Equal variances not assumed			6.152	296.665	.000	.856	.139	.582	1.129
Knowledge of accounts as a skill for economic survival	Equal variances assumed	39.194	.000	5.390	339	.000	.747	.139	.474	1.019
	Equal variances not assumed			6.169	305.292	.000	.747	.121	.508	.985
Preparing bank reconciliation statements	Equal variances assumed	23.214	.000	5.085	339	.000	.713	.140	.437	.988
	Equal variances not assumed			5.689	290.192	.000	.713	.125	.466	.959
Preparing daily cash reports as an accounting skill for economic survival	Equal variances assumed	25.020	.000	5.039	339	.000	.547	.109	.334	.761
	Equal variances not assumed			5.629	289.075	.000	.547	.097	.356	.739
Ability to understand payroll and various deductions	Equal variances assumed	26.698	.000	5.359	339	.000	.783	.146	.495	1.070
	Equal variances not assumed			6.054	296.770	.000	.783	.129	.528	1.037
calculating depreciation as an accounting skill for economic survival	Equal variances assumed	26.093	.000	5.329	339	.000	.795	.149	.502	1.088
	Equal variances not assumed			6.010	295.540	.000	.795	.132	.535	1.055
Acknowledge of factors involved in decision to grant loan by financial houses	Equal variances assumed	39.639	.000	5.413	339	.000	.730	.135	.465	.995
	Equal variances not assumed			6.131	298.495	.000	.730	.119	.496	.964

Ability to avoid unplanned expenditures	Equal variances assumed	24.744	.000	5.117	339	.000	.546	.107	.336	.756
	Equal variances not assumed			5.792	298.119	.000	.546	.094	.360	.731
Ability to solve difficult and complex accounting and related financial problems	Equal variances assumed	28.597	.000	5.450	339	.000	.821	.151	.525	1.118
	Equal variances not assumed			6.200	301.394	.000	.821	.132	.561	1.082
Ability to find sources of capital to start business and the recording of business transactions	Equal variances assumed	40.948	.000	5.643	339	.000	.637	.113	.415	.860
	Equal variances not assumed			6.560	314.905	.000	.637	.097	.446	.829

APPENDIX J

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 3

Group Statistics

	Category1	N	Mean	Std. Deviation	Std. Error Mean
Ability to understand the different filling systems in an organization as an office technology management skill	Male	143	3.35	1.307	.109
	Female	198	3.18	1.395	.099
ability to manage information effectively	Male	143	4.00	.971	.081
	Female	198	3.77	1.054	.075
competencies to follow trend in information technology	Male	143	4.66	.491	.041
	Female	198	4.65	.479	.034
ability to write mailable letters	Male	143	3.78	1.135	.095
	Female	198	3.61	1.293	.092
Microsoft office proficiency for reduction in unemployment	Male	143	3.66	1.094	.091
	Female	198	3.86	1.095	.078
Ability to work without supervision for effective job performance	Male	143	3.62	1.132	.095
	Female	198	3.45	1.203	.085
Competencies in communication skills for economic survival	Male	143	3.75	1.058	.088
	Female	198	3.63	1.113	.079
Processing information accurately on the job as an office technology management skill for economic survival	Male	143	3.71	1.074	.090
	Female	198	3.37	1.422	.101
Ability to use and manipulate the computer system in resolving societal problems	Male	143	4.66	.491	.041
	Female	198	4.65	.479	.034
Operating business machines in meeting societal needs	Male	143	3.52	1.238	.104
	Female	198	3.60	1.179	.084

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to understand the different filling systems in an organization as an office technology management skill	Equal variances assumed	.999	.318	1.125	339	.261	.168	.149	-.125	.461
	Equal variances not assumed			1.137	317.109	.256	.168	.148	-.122	.458
ability to manage information effectively	Equal variances assumed	3.211	.074	2.030	339	.043	.227	.112	.007	.447
	Equal variances not assumed			2.057	319.562	.040	.227	.110	.010	.445
competencies to follow trend in information technology	Equal variances assumed	.011	.917	.205	339	.838	.011	.053	-.094	.115
	Equal variances not assumed			.204	301.761	.839	.011	.053	-.094	.116
ability to write mailable letters	Equal variances assumed	4.402	.037	1.262	339	.208	.170	.135	-.095	.435
	Equal variances not assumed			1.288	326.323	.199	.170	.132	-.090	.430
Microsoft office proficiency for reduction in unemployment	Equal variances assumed	7.544	.006	-1.618	339	.107	-.194	.120	-.430	.042
	Equal variances not assumed			-1.618	306.227	.107	-.194	.120	-.431	.042
Ability to work without supervision for effective job performance	Equal variances assumed	.539	.463	1.288	339	.199	.166	.129	-.087	.419
	Equal variances not assumed			1.301	316.413	.194	.166	.128	-.085	.417
Competencies in communication skills	Equal variances assumed	1.546	.215	.977	339	.329	.117	.120	-.118	.352

for economic survival	Equal variances not assumed			.985	314.786	.325	.117	.119	-.117	.350
Processing information accurately on the job as an office technology management skill for economic survival	Equal variances assumed	20.876	.000	2.390	339	.017	.338	.141	.060	.615
	Equal variances not assumed			2.498	338.304	.013	.338	.135	.072	.603
Ability to use and manipulate the computer system in resolving societal problems	Equal variances assumed	.011	.917	.205	339	.838	.011	.053	-.094	.115
	Equal variances not assumed			.204	301.761	.839	.011	.053	-.094	.116
Operating business machines in meeting societal needs	Equal variances assumed	.379	.539	-.594	339	.553	-.078	.132	-.338	.181
	Equal variances not assumed			-.589	296.990	.556	-.078	.133	-.341	.184

APPENDIX K

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 4

Group Statistics

	Category2	N	Mean	Std. Deviation	Std. Error Mean
Ability to understand the different filing systems in an organization as an office technology management skill	Universities	111	3.87	.945	.090
	Colleges of education	230	2.95	1.427	.094
ability to manage information effectively	Universities	111	4.38	.714	.068
	Colleges of education	230	3.62	1.062	.070
competencies to follow trend in information technology	Universities	111	4.56	.517	.049
	Colleges of education	230	4.70	.461	.030
ability to write mailable letters	Universities	111	4.24	.753	.072
	Colleges of education	230	3.40	1.321	.087
Microsoft office proficiency for reduction in unemployment	Universities	111	4.10	.797	.076
	Colleges of education	230	3.62	1.186	.078
Ability to work without supervision for effective job performance	Universities	111	4.07	.806	.076
	Colleges of education	230	3.25	1.232	.081
Competencies in communication skills for economic survival	Universities	111	4.16	.781	.074
	Colleges of education	230	3.45	1.142	.075
Processing information accurately on the job as an office technology management skill for economic survival	Universities	111	4.12	.795	.075
	Colleges of education	230	3.22	1.388	.092
Ability to use and manipulate the computer system in resolving societal problems	Universities	111	4.56	.517	.049
	Colleges of education	230	4.70	.461	.030
Operating business machines in meeting societal needs	Universities	111	4.05	.813	.077
	Colleges of education	230	3.33	1.290	.085

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to understand the different filling systems in an organization as an office technology management skill	Equal variances assumed	36.962	.000	6.179	339	.000	.922	.149	.628	1.215
	Equal variances not assumed			7.090	306.859	.000	.922	.130	.666	1.178
ability to manage information effectively	Equal variances assumed	33.814	.000	6.800	339	.000	.757	.111	.538	.975
	Equal variances not assumed			7.765	303.762	.000	.757	.097	.565	.948
competencies to follow trend in information technology	Equal variances assumed	17.093	.000	-2.472	339	.014	-.137	.055	-.246	-.028
	Equal variances not assumed			-2.376	196.843	.018	-.137	.058	-.251	-.023
ability to write mailable letters	Equal variances assumed	58.558	.000	6.219	339	.000	.839	.135	.574	1.104
	Equal variances not assumed			7.445	329.787	.000	.839	.113	.617	1.061
Microsoft office proficiency for reduction in unemployment	Equal variances assumed	17.956	.000	3.841	339	.000	.477	.124	.233	.722
	Equal variances not assumed			4.387	303.919	.000	.477	.109	.263	.691

Ability to work without supervision for effective job performance	Equal variances assumed	36.201	.000	6.383	339	.000	.820	.128	.567	1.073
	Equal variances not assumed			7.350	309.121	.000	.820	.112	.600	1.039
Competencies in communication skills for economic survival	Equal variances assumed	43.241	.000	5.949	339	.000	.714	.120	.478	.951
	Equal variances not assumed			6.759	300.559	.000	.714	.106	.506	.922
Processing information accurately on the job as an office technology management skill for economic survival	Equal variances assumed	60.609	.000	6.343	339	.000	.900	.142	.621	1.179
	Equal variances not assumed			7.586	329.368	.000	.900	.119	.666	1.133
Ability to use and manipulate the computer system in resolving societal problems	Equal variances assumed	17.093	.000	-2.472	339	.014	-.137	.055	-.246	-.028
	Equal variances not assumed			-2.376	196.843	.018	-.137	.058	-.251	-.023
Operating business machines in meeting societal needs	Equal variances assumed	51.393	.000	5.345	339	.000	.715	.134	.452	.978
	Equal variances not assumed			6.222	315.652	.000	.715	.115	.489	.941

APPENDIX L

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 5

Group Statistics

	Category1	N	Mean	Std. Deviation	Std. Error Mean
Ability to capture and retain the attention of customers as a marketing skill for effective job performance	Male	143	4.12	.960	.080
	Female	198	3.43	1.034	.073
Ability to promote and sell the organizational product	Male	143	3.92	1.181	.099
	Female	198	3.31	1.159	.082
skills to analyze demand and supply situations	Male	143	3.64	1.412	.118
	Female	198	2.96	1.278	.091
Ability to acquire effective distributive skills	Male	143	3.71	1.377	.115
	Female	198	3.05	1.270	.090
Skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment	Male	143	3.92	1.181	.099
	Female	198	3.31	1.159	.082
Ability to deliver and distribute the products and services of an organization	Male	143	4.12	.960	.080
	Female	198	3.43	1.034	.073
Ability for new product launches, start-ups, and sales turnarounds as a marketing skill for economic survival	Male	143	3.47	1.556	.130
	Female	198	2.65	1.383	.098
Promotion as a marketing skill for economic survival	Male	143	3.92	1.181	.099
	Female	198	3.31	1.159	.082
Selling skills for increased sales of organizational products as a marketing skill for better standard of living	Male	143	3.64	1.412	.118
	Female	198	2.96	1.278	.091
Skills in print advertising of programs as a marketing skill for economic survival	Male	143	3.55	1.481	.124
	Female	198	2.79	1.334	.095

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to capture and retain the attention of customers as a marketing skill for effective job performance	Equal variances assumed	3.636	.057	6.261	339	.000	.690	.110	.473	.906
	Equal variances not assumed			6.336	318.374	.000	.690	.109	.475	.904
Ability to promote and sell the organizational product	Equal variances assumed	.167	.683	4.757	339	.000	.610	.128	.358	.862
	Equal variances not assumed			4.742	302.625	.000	.610	.129	.357	.863
skills to analyze demand and supply situations	Equal variances assumed	5.908	.016	4.617	339	.000	.677	.147	.388	.965
	Equal variances not assumed			4.543	287.238	.000	.677	.149	.384	.970
Ability to acquire effective distributive skills	Equal variances assumed	4.037	.045	4.591	339	.000	.663	.144	.379	.947
	Equal variances not assumed			4.531	290.849	.000	.663	.146	.375	.951
Skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment	Equal variances assumed	.167	.683	4.757	339	.000	.610	.128	.358	.862
	Equal variances not assumed			4.742	302.625	.000	.610	.129	.357	.863

Ability to deliver and distribute the products and services of an organization	Equal variances assumed	3.636	.057	6.261	339	.000	.690	.110	.473	.906
	Equal variances not assumed			6.336	318.374	.000	.690	.109	.475	.904
Ability for new product launches, start-ups, and sales turnarounds as a marketing skill for economic survival	Equal variances assumed	6.072	.014	5.106	339	.000	.817	.160	.502	1.132
	Equal variances not assumed			5.011	283.790	.000	.817	.163	.496	1.138
Promotion as a marketing skill for economic survival	Equal variances assumed	.167	.683	4.757	339	.000	.610	.128	.358	.862
	Equal variances not assumed			4.742	302.625	.000	.610	.129	.357	.863
Selling skills for increased sales of organizational products as a marketing skill for better standard of living	Equal variances assumed	5.908	.016	4.617	339	.000	.677	.147	.388	.965
	Equal variances not assumed			4.543	287.238	.000	.677	.149	.384	.970
Skills in print advertising of programs as a marketing skill for economic survival	Equal variances assumed	5.095	.025	4.953	339	.000	.760	.153	.458	1.061
	Equal variances not assumed			4.870	286.325	.000	.760	.156	.453	1.066

APPENDIX M

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 6

Group Statistics

Category2		N	Mean	Std. Deviation	Std. Error Mean
Ability to capture and retain the attention of customers as a marketing skill for effective job performance	Universities	111	3.86	.949	.090
	Colleges of education	230	3.65	1.103	.073
Ability to promote and sell the organizational product	Universities	111	3.61	1.169	.111
	Colleges of education	230	3.55	1.224	.081
skills to analyze demand and supply situations	Universities	111	3.24	1.370	.130
	Colleges of education	230	3.24	1.380	.091
Ability to acquire effective distributive skills	Universities	111	3.34	1.352	.128
	Colleges of education	230	3.32	1.358	.090
Skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment	Universities	111	3.61	1.169	.111
	Colleges of education	230	3.55	1.224	.081
Ability to deliver and distribute the products and services of an organization	Universities	111	3.86	.949	.090
	Colleges of education	230	3.65	1.103	.073
Ability for new product launches, start-ups, and sales turnarounds as a marketing skill for economic survival	Universities	111	3.03	1.498	.142
	Colleges of education	230	2.98	1.520	.100
Promotion as a marketing skill for economic survival	Universities	111	3.61	1.169	.111
	Colleges of education	230	3.55	1.224	.081

Selling skills for increased sales of organizational products as a marketing skill for better standard of living	Universities	111	3.24	1.370	.130
	Colleges of education	230	3.24	1.380	.091
Skills in print advertising of programs as a marketing skill for economic survival	Universities	111	3.14	1.430	.136
	Colleges of education	230	3.10	1.455	.096

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to capture and retain the attention of customers as a marketing skill for effective job performance	Equal variances assumed	11.191	.001	1.780	339	.076	.217	.122	-.023	.457
	Equal variances not assumed			1.875	249.340	.062	.217	.116	-.011	.445
Ability to promote and sell the organizational product	Equal variances assumed	.362	.548	.465	339	.642	.065	.139	-.209	.339
	Equal variances not assumed			.472	226.661	.637	.065	.137	-.206	.335
skills to analyze demand and supply situations	Equal variances assumed	.020	.889	-.001	339	.999	.000	.159	-.313	.313
	Equal variances not assumed			-.001	218.965	.999	.000	.159	-.313	.313
Ability to acquire effective distributive skills	Equal variances assumed	.005	.946	.131	339	.895	.021	.157	-.288	.329
	Equal variances not assumed			.132	218.343	.895	.021	.156	-.288	.329
Skills in discovering and identifying wants and needs of a client as a marketing skill for reduction in unemployment	Equal variances assumed	.362	.548	.465	339	.642	.065	.139	-.209	.339
	Equal variances not assumed			.472	226.661	.637	.065	.137	-.206	.335
Ability to deliver and distribute the products and services of an organization	Equal variances assumed	11.191	.001	1.780	339	.076	.217	.122	-.023	.457
	Equal variances not assumed			1.875	249.340	.062	.217	.116	-.011	.445
Ability for new product launches,	Equal variances assumed	.111	.739	.279	339	.780	.049	.175	-.295	.393

start-ups, and sales turnarounds as a marketing skill for economic survival	Equal variances not assumed			.280	220.275	.779	.049	.174	-.294	.392
Promotion as a marketing skill for economic survival	Equal variances assumed	.362	.548	.465	339	.642	.065	.139	-.209	.339
	Equal variances not assumed			.472	226.661	.637	.065	.137	-.206	.335
Selling skills for increased sales of organizational products as a marketing skill for better standard of living	Equal variances assumed	.020	.889	-.001	339	.999	.000	.159	-.313	.313
	Equal variances not assumed			-.001	218.965	.999	.000	.159	-.313	.313
Skills in print advertising of programs as a marketing skill for economic survival	Equal variances assumed	.113	.737	.210	339	.834	.035	.167	-.294	.364
	Equal variances not assumed			.211	220.856	.833	.035	.166	-.292	.363

APPENDIX N

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 7

Group Statistics

	Category1	N	Mean	Std. Deviation	Std. Error Mean
Ability to organize	Male	143	4.03	.919	.077
	Female	198	3.73	1.096	.078
Ability to interpret market information as a management skill for economic survival	Male	143	3.86	.969	.081
	Female	198	3.57	1.159	.082
Ability to plan as a management skill for economic survival	Male	143	3.88	.960	.080
	Female	198	3.49	1.293	.092
Ability to maintain business ethics as a management skill for economic survival	Male	143	3.28	1.247	.104
	Female	198	2.97	1.419	.101
Ability to develop skills for effective supervision	Male	143	4.03	.919	.077
	Female	198	3.73	1.096	.078
Ability to apply integrating skills	Male	143	3.20	1.380	.115
	Female	198	2.88	1.493	.106
Ability to run a business as a management skill for better standard of living	Male	143	3.83	.986	.082
	Female	198	3.48	1.241	.088
Managing workload and stress in organizations	Male	143	3.28	1.334	.112
	Female	198	3.67	1.222	.087
Ability to manage time on the job as a management skill for a better economic survival	Male	143	3.20	1.380	.115
	Female	198	2.97	1.419	.101
Ability to coordinate, direct and manage human efforts for improved job performance	Male	143	4.03	.919	.077
	Female	198	3.60	1.130	.080

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to organize	Equal variances assumed	13.474	.000	2.626	339	.009	.296	.113	.074	.517
	Equal variances not assumed			2.702	331.513	.007	.296	.109	.080	.511
Ability to interpret market information as a management skill for economic survival	Equal variances assumed	10.480	.001	2.477	339	.014	.294	.119	.061	.528
	Equal variances not assumed			2.549	331.798	.011	.294	.116	.067	.522
Ability to plan as a management skill for economic survival	Equal variances assumed	19.254	.000	3.059	339	.002	.391	.128	.140	.643
	Equal variances not assumed			3.205	338.723	.001	.391	.122	.151	.631
Ability to maintain business ethics as a management skill for economic survival	Equal variances assumed	2.756	.098	2.059	339	.040	.305	.148	.014	.596
	Equal variances not assumed			2.102	326.199	.036	.305	.145	.020	.590
Ability to develop skills for effective supervision	Equal variances assumed	13.474	.000	2.626	339	.009	.296	.113	.074	.517
	Equal variances not assumed			2.702	331.513	.007	.296	.109	.080	.511
Ability to apply integrating skills	Equal variances assumed	2.276	.132	1.997	339	.047	.317	.159	.005	.629
	Equal variances not assumed			2.022	319.124	.044	.317	.157	.009	.625
Ability to run a business as a management skill for better standard of living	Equal variances assumed	13.650	.000	2.773	339	.006	.347	.125	.101	.594
	Equal variances not assumed			2.877	335.909	.004	.347	.121	.110	.585
Managing workload and stress in organizations	Equal variances assumed	2.505	.114	-2.776	339	.006	-.387	.139	-.661	-.113
	Equal variances not assumed			-2.737	289.498	.007	-.387	.141	-.665	-.109
Ability to manage time on the job as a management skill for a better economic survival	Equal variances assumed	.014	.905	1.436	339	.152	.221	.154	-.082	.524
	Equal variances not assumed			1.442	310.980	.150	.221	.153	-.081	.523
Ability to coordinate, direct and manage human efforts for improved job performance	Equal variances assumed	17.410	.000	3.760	339	.000	.432	.115	.206	.658
	Equal variances not assumed			3.886	334.230	.000	.432	.111	.213	.651

APPENDIX O

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 8

Group Statistics

	Category2	N	Mean	Std. Deviation	Std. Error Mean
Ability to organize	Universities	111	4.39	.677	.064
	Colleges of education	230	3.60	1.080	.071
Ability to interpret market information as a management skill for economic survival	Universities	111	4.22	.756	.072
	Colleges of education	230	3.43	1.138	.075
Ability to plan as a management skill for economic survival	Universities	111	4.23	.750	.071
	Colleges of education	230	3.37	1.247	.082
Ability to maintain business ethics as a management skill for economic survival	Universities	111	3.75	.977	.093
	Colleges of education	230	2.79	1.405	.093
Ability to develop skills for effective supervision	Universities	111	4.39	.677	.064
	Colleges of education	230	3.60	1.080	.071
Ability to apply integrating skills	Universities	111	3.73	1.053	.100
	Colleges of education	230	2.67	1.494	.099
Ability to run a business as a management skill for better standard of living	Universities	111	4.20	.761	.072
	Colleges of education	230	3.36	1.209	.080
Managing workload and stress in organizations	Universities	111	3.80	.998	.095
	Colleges of education	230	3.36	1.378	.091
Ability to manage time on the job as a management skill for a better economic survival	Universities	111	3.73	1.053	.100
	Colleges of education	230	2.75	1.444	.095
Ability to coordinate, direct and manage human efforts for improved job performance	Universities	111	4.39	.677	.064
	Colleges of education	230	3.48	1.097	.072

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to organize	Equal variances assumed	48.883	.000	7.039	339	.000	.787	.112	.567	1.007
	Equal variances not assumed			8.211	316.825	.000	.787	.096	.599	.976
Ability to interpret market information as a management skill for economic survival	Equal variances assumed	33.979	.000	6.567	339	.000	.781	.119	.547	1.015
	Equal variances not assumed			7.528	306.297	.000	.781	.104	.577	.986
Ability to plan as a management skill for economic survival	Equal variances assumed	36.563	.000	6.706	339	.000	.860	.128	.608	1.113
	Equal variances not assumed			7.911	322.986	.000	.860	.109	.646	1.074
Ability to maintain business ethics as a management skill for economic survival	Equal variances assumed	28.528	.000	6.457	339	.000	.956	.148	.665	1.248
	Equal variances not assumed			7.298	297.070	.000	.956	.131	.699	1.214
Ability to develop skills for effective supervision	Equal variances assumed	48.883	.000	7.039	339	.000	.787	.112	.567	1.007
	Equal variances not assumed			8.211	316.825	.000	.787	.096	.599	.976
Ability to apply integrating skills	Equal variances assumed	34.711	.000	6.740	339	.000	1.065	.158	.754	1.375
	Equal variances not assumed			7.586	294.264	.000	1.065	.140	.788	1.341
Ability to run a business as a management skill for better standard of living	Equal variances assumed	36.546	.000	6.718	339	.000	.842	.125	.595	1.088
	Equal variances not assumed			7.826	316.078	.000	.842	.108	.630	1.053
Managing workload and stress in organizations	Equal variances assumed	23.416	.000	3.010	339	.003	.441	.146	.153	.729
	Equal variances not assumed			3.358	288.277	.001	.441	.131	.183	.699
Ability to manage time on the job as a management skill for a better economic survival	Equal variances assumed	23.923	.000	6.390	339	.000	.982	.154	.680	1.284
	Equal variances not assumed			7.115	286.837	.000	.982	.138	.710	1.254
Ability to coordinate, direct and manage human efforts for improved job performance	Equal variances assumed	43.191	.000	7.986	339	.000	.905	.113	.682	1.128
	Equal variances not assumed			9.356	319.275	.000	.905	.097	.715	1.095

APPENDIX P

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 9

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Analyzing trends in organization as a technical skill for enhanced job performance	Male	143	3.13	1.263	.106
	Female	198	3.17	1.436	.102
Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival	Male	143	3.38	1.255	.105
	Female	198	3.45	1.248	.089
Simplifying complex ideas on the job as a technical skill for improved conditions of employment	Male	143	3.37	1.265	.106
	Female	198	3.39	1.253	.089
Synthesizing ideas in solving problems as a technical skill for economic survival	Male	143	3.83	1.021	.085
	Female	198	3.81	1.014	.072
ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival	Male	143	3.41	1.285	.107
	Female	198	3.32	1.309	.093
competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance	Male	143	3.31	1.317	.110
	Female	198	3.31	1.349	.096
Competencies in clarifying problems while working with other as a technical skill for economic survival	Male	143	3.47	1.203	.101
	Female	198	3.49	1.212	.086
Ability to diagnosing needs/problems of communities as a technical skill for economic survival	Male	143	3.91	.949	.079
	Female	198	3.93	.940	.067
analytical ability and skills to improve organizational standard as a technical skill for effective job performance	Male	143	3.32	1.351	.113
	Female	198	3.29	1.353	.096
ability to use the tools and procedures on the job as a technical skill for effective job performance	Male	143	3.84	1.052	.088
	Female	198	3.92	.947	.067

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Analyzing trends in organization as a technical skill for enhanced job performance	Equal variances assumed	6.969	.009	-.259	339	.796	-.039	.150	-.334	.256
	Equal variances not assumed			-.265	326.060	.792	-.039	.147	-.328	.250
Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival	Equal variances assumed	.033	.856	-.523	339	.601	-.072	.137	-.342	.198
	Equal variances not assumed			-.523	305.156	.601	-.072	.137	-.342	.199
Simplifying complex ideas on the job as a technical skill for improved conditions of employment	Equal variances assumed	.014	.905	-.169	339	.866	-.023	.138	-.295	.248
	Equal variances not assumed			-.169	304.322	.866	-.023	.138	-.295	.249
Synthesizing ideas in solving problems as a technical skill for economic survival	Equal variances assumed	.122	.727	.216	339	.829	.024	.112	-.195	.244
	Equal variances not assumed			.216	304.958	.829	.024	.112	-.196	.244
ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival	Equal variances assumed	.003	.959	.578	339	.564	.082	.143	-.198	.363
	Equal variances not assumed			.580	309.293	.563	.082	.142	-.197	.362
competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance	Equal variances assumed	.192	.661	-.037	339	.970	-.005	.147	-.294	.283
	Equal variances not assumed			-.037	310.269	.970	-.005	.146	-.293	.282
Competencies in clarifying problems while working with other as a technical skill for economic survival	Equal variances assumed	.049	.826	-.161	339	.872	-.021	.133	-.282	.239
	Equal variances not assumed			-.161	307.405	.872	-.021	.132	-.282	.239
Ability to diagnosing needs/problems of communities as a technical skill for economic survival	Equal variances assumed	.026	.872	-.244	339	.808	-.025	.104	-.229	.178
	Equal variances not assumed			-.243	304.465	.808	-.025	.104	-.229	.179
analytical ability and skills to improve	Equal variances assumed	.001	.975	.228	339	.820	.034	.148	-.258	.326

organizational standard as a technical skill for effective job performance	Equal variances not assumed			.228	306.340	.820	.034	.148	-.258	.326
ability to use the tools and procedures on the job as a technical skill for effective job performance	Equal variances assumed	2.338	.127	-.735	339	.463	-.080	.109	-.294	.134
	Equal variances not assumed			-.722	286.117	.471	-.080	.111	-.298	.138

APPENDIX Q

GROUP STATISTICS AND INDEPENDENT Z/T-TEST FOR HYPOTHESIS 10

Group Statistics

	category2	N	Mean	Std. Deviation	Std. Error Mean
Analyzing trends in organization as a technical skill for enhanced job performance	Universities	111	3.61	.974	.092
	Colleges of education	230	2.93	1.469	.097
Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival	Universities	111	3.89	.878	.083
	Colleges of education	230	3.19	1.337	.088
Simplifying complex ideas on the job as a technical skill for improved conditions of employment	Universities	111	3.86	.949	.090
	Colleges of education	230	3.15	1.321	.087
Synthesizing ideas in solving problems as a technical skill for economic survival	Universities	111	4.22	.731	.069
	Colleges of education	230	3.63	1.077	.071
ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival	Universities	111	3.90	.981	.093
	Colleges of education	230	3.10	1.351	.089
competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance	Universities	111	3.83	.971	.092
	Colleges of education	230	3.06	1.413	.093
Competencies in clarifying problems while working with other as a technical skill for economic survival	Universities	111	3.95	.867	.082
	Colleges of education	230	3.25	1.280	.084
Ability to diagnosing needs/problems of communities as a technical skill for economic survival	Universities	111	4.28	.690	.065
	Colleges of education	230	3.75	1.000	.066
analytical ability and skills to improve organizational standard as a technical skill for effective job performance	Universities	111	3.86	.977	.093
	Colleges of education	230	3.03	1.422	.094
ability to use the tools and procedures on the job as a technical skill for effective job performance	Universities	111	4.29	.679	.064
	Colleges of education	230	3.69	1.060	.070

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Analyzing trends in organization as a technical skill for enhanced job performance	Equal variances assumed	33.939	.000	4.415	339	.000	.678	.154	.376	.980
	Equal variances not assumed			5.063	306.577	.000	.678	.134	.414	.941
Accurately predicting what will occur based on facts, trends, and intuition to solve societal needs as a technical skill for economic survival	Equal variances assumed	39.328	.000	5.020	339	.000	.701	.140	.426	.975
	Equal variances not assumed			5.776	308.580	.000	.701	.121	.462	.939
Simplifying complex ideas on the job as a technical skill for improved conditions of employment	Equal variances assumed	23.214	.000	5.085	339	.000	.713	.140	.437	.988
	Equal variances not assumed			5.689	290.192	.000	.713	.125	.466	.959
Synthesizing ideas in solving problems as a technical skill for economic survival	Equal variances assumed	27.163	.000	5.218	339	.000	.590	.113	.368	.813
	Equal variances not assumed			5.942	302.022	.000	.590	.099	.395	.786
ability to use appropriate tools and techniques to aid organizational processes as a technical skill for economic survival	Equal variances assumed	21.009	.000	5.605	339	.000	.805	.144	.523	1.088
	Equal variances not assumed			6.248	287.660	.000	.805	.129	.552	1.059
competency in financial management techniques for an enhanced decision making as a technical skill for effective job performance	Equal variances assumed	28.906	.000	5.166	339	.000	.768	.149	.476	1.060
	Equal variances not assumed			5.860	299.427	.000	.768	.131	.510	1.026

Competencies in clarifying problems while working with other as a technical skill for economic survival	Equal variances assumed	43.199	.000	5.231	339	.000	.703	.134	.439	.967
	Equal variances not assumed			5.960	302.345	.000	.703	.118	.471	.935
Ability to diagnosing needs/problems of communities as a technical skill for economic survival	Equal variances assumed	25.367	.000	5.008	339	.000	.527	.105	.320	.734
	Equal variances not assumed			5.673	298.636	.000	.527	.093	.344	.710
analytical ability and skills to improve organizational standard as a technical skill for effective job performance	Equal variances assumed	26.574	.000	5.579	339	.000	.834	.150	.540	1.129
	Equal variances not assumed			6.329	299.481	.000	.834	.132	.575	1.094
ability to use the tools and procedures on the job as a technical skill for effective job performance	Equal variances assumed	38.080	.000	5.420	339	.000	.597	.110	.380	.814
	Equal variances not assumed			6.279	312.781	.000	.597	.095	.410	.784