

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a productive vehicle for overall economic, social-cultural and political development of nations and individuals. It is universally recognized as an instrument for social, political, scientific and technological development. One of the national education goals is principally the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to leave in, and contribute to the development of the society (FRN, 2013). One of the educational programmes that can lead to the attainment of these goals of education in Nigeria is business education.

Business education is an educational programme tailored to meet the needs and demands of the entire labour market requirements by equipping students with workplace skills and competencies for national development. According to Etonyeaku (2009), business education is an aspect of vocational and technical education which is used to refer to those educational processes involving the study of techniques, related sciences, acquisition of practical skills attitudes and knowledge relating to occupation in vocational sectors of economic and social life. Igboke (2005) stated that the objectives of business education at all levels of education are to enable recipients develop basic skills for personal use in the

future; acquire basic knowledge and skills of business education; relate the knowledge and skills acquired to national development; develop basic skills in office occupations; prepare students for further training and provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

Despite the practice of business education programmes in the nation's tertiary institutions, Nwazor and Onokpaunu (2016) posited that academicians believed that, introducing entrepreneurship education programme and maintaining quality assurance systems across existing educational programmes are some realistic strategies for curbing the menace of unemployment in Nigeria. Entrepreneurship is founded on innovation with the propensity of opening novel business enterprises in different sections of the labour market. Jain (2013) defined entrepreneurship as behaviour, attitude and an approach to the way people create new values in the market, technology consumption, habits and build sustainable institutions and organizations

Entrepreneurship entails generating new investment opportunities and successfully harnessing untapped business ideas for productive purposes. Therefore, the inclusion of entrepreneurship studies in business education programmes is very commendable because it goes a long way in improving the

quality of the products by equipping them with skills for entrepreneurship success on graduation.

According to Ezenwafor and Olaniyi (2017), entrepreneurship education is a carefully planned programme of instruction aimed at equipping students with entrepreneurial skills and competencies to enable them start and effectively manage their business enterprises for survival and success. Osuala (2004) defined entrepreneurship education as a programme or part of the educational programmes that prepares individuals to undertake the formation and/or operation of small business enterprises. It is a programme of instruction designed to produce proficient owners of small and medium scale business enterprises who would create jobs to reduce the rate of unemployment in Nigeria.

The definition of small and medium scale enterprise (SME) is quite dynamic among nations and relative among academia as there seems to be no consensus on the point at which a business enterprise is deemed to be small and/or medium scale. Udofia (2010) posited that each country develops its own definition of SMEs based on the roles they are expected to play in national development. Correspondingly, the definition and classification of SMEs in Nigeria are based on capital employed, turnover and number of employees (Gbandi & Amissah, 2014). Ezenwafor and Onokpaunu (2017) described small and medium scale enterprises as profit making enterprises that fall short of being called a large

corporation. The authors further maintained that SMEs are business enterprises responsible for national development because of their economic potentials in lifting countries out of poverty-related indices. The popularity of SMEs in Nigeria due to its limited start-up capital makes it a breeding ground for business education graduates to achieve entrepreneurship success in the business world.

Small and medium scale enterprises are major agents of employment, economic growth and transformation that facilitate the development of developing economies. They play a vital role in stimulating and preparing individuals for entrepreneurial success. Entrepreneurial success is the ability of business managers and owners to generate sales and revenue that will ensure profitability, growth and sustainability of their enterprises. Simpson, Tuck and Bellamy (2004) defined entrepreneurial success as the continued existence of business operations over a number of years without failure. Similarly, Johnson (2010) viewed entrepreneurial success as the ability of an entrepreneur to satisfy the demands and needs of stakeholders such as investors, customers and suppliers among others in the business environment.

Karpak and Topcu (2010) posited that the longevity of a small and medium scale enterprise is an important measure of entrepreneurial success. Business education programme is designed to prepare recipients for entrepreneurship success in self-employment ventures. However, to attain and maintain

entrepreneurial success requires certain skills. A skill is any established habit of performing a task in a way that is acceptable by a worker in his specialization. Omowumi (2014) defined skill as the ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills) and people (interpersonal skills).

In the context of entrepreneurial success, skill refers to the academic knowledge and practical competencies which are fundamental to the establishment and sustainable operation of SMEs (Ezenwafor & Onokpaunu, 2017). Skills go a long way in helping managers of SMEs become successful because they would do what is best for the growth and development of the enterprise. Thus, Ezenwafor and Olaniyi (2017) reported that human relation skills, innovative skills and problem-solving skills among others are required for entrepreneurial success. Correspondingly, Olusegun (2012) highlighted other skills such as financial, management, communication, marketing, information and communication technology, creativity, risk-taking and decision-making skills as important for business education graduates desiring to be successful entrepreneurs. Although, researchers and authors have highlighted many skills needed for entrepreneurial success, this study focused on personality skills, communication skills, human relations skills, management skills and business skills.

Personality skills are skills that enable business managers to manage emotions, temperament, anger and personal interest. Raposo Matos-Ferreira, Finisterra do-Poo and Gouveja-Rodrigues (2008) opined that personality skills are motivational set skills that shape and motivate an individual to start-up a business venture. The fact that, the personality of individual has a lot to play in entrepreneurship necessitates the acquisition of personality skills because the possession of certain personality skills will propel an individual toward entrepreneurial exploration in its immediate environment.

Communication skills are skills that enable business managers to express their opinions and transmit information within and outside the business environment. This is the ability of a business manager to clearly convey important messages to his superiors, subordinates, colleagues and clients or customers in the market place. Managers should be able to communicate well in order to sell their vision to investors, potential clients, team members, and others who are involved in promoting the enterprise in order to achieve success.

Human resources skills are skills that enable business managers to attain cordial human relationship among members of the enterprise. Thus, in order to attain entrepreneurial success, managers must select, organize, train, appraise and adequately compensate employees in order to realize the set goals of the enterprise. Uche (2008) stressed that human relation skills entails the ability of business

managers to relate well with co-workers; accept criticisms, advice and suggestions from others, exercise confidence, good judgment and bring about increased customers satisfaction through innovation.

Management skills involve the ability of a manager to plan, organize, direct, control human and material resources of an organization. Thus, an entrepreneur is a management agent because he performs all the functions of management. To support this stand point, Jones and George (2008) asserted that an organization's resources among other factors include management skills that boost the performance of the organization through effective management.

Business skills involve identifying and conceiving business ideas. It is the ability of managers to translate business ideas into profitable business for the purpose of making profit and maximizing wealth for the organization. In fact, business skills make the implementation of creative ideas within an organization possible. Oduma (2011) outlined relevant business skills to include introduction of new products, new methods of production, opening new markets and exploring new sources of supply of raw materials.

From the foregoing, it is important for business educators to intensify the teaching of personality, communication, human relations and management as well as business skills in business education and entrepreneurship training programmes. This is because, without proper development of entrepreneurial skills in the

recipients of business education and entrepreneurship programmes, their functions in the business world will be a mismatch (Onyesom & Jegbefume, 2012). The essence of incorporating entrepreneurship education into business education programmes is to prepare graduates to become managers and owners of small and medium scale enterprises. This noble purpose seems unrealistic given the alarming rate of graduate unemployment and frequent collapse of business enterprises in the nation. Aremu and Adeyemi (2011) reported that 80 percent of SMEs in Nigeria fold within the first five years of operation.

Graduates of business education programmes are in different parts of the country including the South West region of Nigeria and can contribute to entrepreneurship development of the area. Skills for entrepreneurial success are many and varied and the extent each is needed by business education graduates can best be rated by the managers of SMEs in a given area. It is, therefore, necessary for those of them who desire to establish their own enterprises in South West, Nigeria to know the skills they need in order to succeed.

In determining the skills needed by business education graduates for entrepreneurial success, the rating of SMEs managers can be influenced by gender and experience. Gender is the behavioral characteristics distinguishing between males and females in any society. Abor and Biekpe (2005) observed that female managers of SMEs are less likely to survive than their male counterparts due to

unequal economic activities and access to productive resources such as capital as well as differences in skills. Years of experience could play an important role in the SMEs managers' rating of skills needed for entrepreneurial success in South, West, Nigeria. This could be why, Rosli (2011) asserted that knowledge gained from years of experience can assist SMEs owners to track their position, verify priorities as well as communicate and improve performance. It is in this light that this study was conceived to determine SMEs managers rating of skills needed by business education graduates for entrepreneurial success in South Western Nigeria

Statement of the Problem

Entrepreneurship is drive and ability of an individual to provide innovative goods and services for profit purpose. Thus, entrepreneurship is a dynamic economic activity geared towards promoting and maintaining monetary resources of business minded individuals in any society. The ultimate benefit of setting up of entrepreneurship ventures is to tackle unemployment. According to Aremu and Adeyemi (2011), many entrepreneurship ventures die within their first five years of existence while some go into extinction between the sixth and tenth years. This leaves only a few of these ventures to survive and become successful.

Researchers have acknowledged the existence of multifarious factors such as technological changes, societal changes, instability of government and poor policies among others affecting the life span of business enterprise. Ezewanfor and

Okoli (2010) observed that although, there are several external factors affecting the entrepreneurial success in Nigeria, the major factors are internal centre on lack of relevant skills. Many practicing entrepreneurs have the initiative to start a new venture but lack the tools, support and skills needed to succeed. Business education students are exposed to several skills that will enable them become successful entrepreneurs on graduation.

Unfortunately, many of these graduates are searching for corporate and government jobs thereby increasing the already high unemployment rate in South-West Nigeria despite the abundant entrepreneurship opportunities feasible in the region. The problem of this study, therefore, is that business education students in South-West Nigeria do not appear to be thriving in entrepreneurship as expected possibly due to lack of relevant skills among other factors. Researchers and authors have outlined personality, ICT, human relation, communication and management skills among others as necessary for entrepreneurial success. However, the extent each of these set skills are needed is likely to differ from one location to another. Hence, the study, on SMEs managers' rating of skills needed by business education graduates for entrepreneurial success in South-West, Nigeria.

Purpose of the Study

The main purpose of this study was to determine SMEs managers rating of skills needed by business education graduates for entrepreneurial success in South-West Nigeria. Specifically, the study determined SMEs managers' rating of:

1. personality skills neededby business education graduates for entrepreneurial success in South-West Nigeria
2. communication skills neededby business education graduates for entrepreneurial success in South-West Nigeria
3. human relation skills needed by business education graduates for entrepreneurial success in South-West Nigeria.
4. management skills neededby business educations graduates for entrepreneurial success in South-West Nigeria
5. business skills neededby business education graduates for entrepreneurial success in South-West Nigeria.

Significance of the Study

The findings of this study would be of immense benefits to business education graduates, employers of labour, business education lecturers and curriculum planners in business education, future researchers as well as the governments and people of South-West Nigeria and the entire nation.

To business education graduates in South-West Nigeria, findings of the studywould expose them to the requiredset skills needed for entrepreneurial

success. This could motivate them to participate in entrepreneurial training programmes to acquire the skills and go into self-employment instead of looking for less lucrative paid jobs that are not even available.

To employers of labour, results of this study would propelled them to play a more active role in providing current information on the relevant skills and technologies of the business world to business educators and authorities of educational programmes in order to address the skill mismatch of graduates. It is believed that, findings of this study would provide verifiable information to employers of labour when subjecting their prospective employees on staff training and development programme.

To business education lecturers, outcome of this study would propel them to adjust their instructional strategy to entrepreneurially based methodologies that will make students in the entire nation and the South-West, Nigeria in particular become creators of business enterprises. The findings would also likely motivate the lecturers to acquire the necessary instructional competencies to adequately prepare their students for entrepreneurial success on graduation.

Tertiary education curriculum planners especially in the area of business education would benefit immensely from the finding of this study. By knowing the skills needed by business education graduates, curriculum planners would re-

design business education programme to address areas of inadequacy that fails to expose students to the acquisition of relevant entrepreneurial success needed in the labour market. Through this, the curriculum content of business education would become relevant and functional towards helping graduates becoming productive upon graduation.

Future researchers would use the findings of this study as a reference material for related studies. This study would benefit researchers by tapping into the pool of knowledge provided in the study. Researchers would be motivated by the findings of this study to carry out research on the grey areas suggested for further studies.

Finally, government of the states in the South-West region in particularly and the nation at large would benefit from the findings of this study as they will be propelled to address the inability of graduates of business education and other programmes to meet the required set-skills of the labour market. The finding of the study would make them to conduct a thorough evaluation exercise on business education programmes and make necessary adjustments by providing training schemes for business education lecturers and providing the necessary educational infrastructures that can help students acquire the needed entrepreneurship skills with which to win the war against the increasing rate of graduate unemployment in the nation.

Scope of Study

The focus of the study is to determine SMEs managers' rating of skills needed by business education graduates for entrepreneurial success in South-West Nigeria. However, the study was geographically delimited to Lagos, Ogun and Oyo States of Nigeria. The content scope was delimited to personality skills, communications skills, human relations skills, management skills and business skills. Respondent variables that may influence their ratings are delimited to gender and years of experience.

Research Questions

The following research questions guided the study.

1. What is the SMEs managers rating of personality skills needed by business education graduates for entrepreneurial success in South-West Nigeria?
2. What is the SMEs managers rating of communication skills needed by business education graduates for entrepreneurial success in South-West Nigeria?
3. What is the SMEs managers rating of human relation skills needed by business education graduates for entrepreneurial success in South-West Nigeria?
4. What is the SMEs managers rating of management skills needed by business education graduates for entrepreneurial success in South-West Nigeria?

5. What is the SMEs managers rating of business skillsneeded by business education graduates for entrepreneurial success in South-West Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female SMEs managers on personality skills needed by business education graduates for entrepreneurial success in South-West Nigeria.
2. There is no significant difference in SMEs managers' mean ratings on personality skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience (1 – 5, 6 – 10, above 10 years).
3. There is no significant difference in the mean ratings of male and female SMEs managers on communication skillsneeded by business education graduates for entrepreneurial success in South-West Nigeria.
4. There is no significant difference in SMEs managers' mean ratings on communication skillsneeded by business education graduates for entrepreneurial success in South West Nigeria based on experience (1 – 5, 6 – 10, above 10 years).

5. There is no significant difference in the mean ratings of male and female SMEs managers on human relation skills needed by business education graduates for entrepreneurial success in South-West Nigeria.
6. There is no significant difference in SMEs managers' mean ratings on human relation skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience (1 – 5, 6 – 10, above 10 years).
7. There is no significant difference in the mean ratings of male and female SMEs managers on management skills needed by business education graduates for entrepreneurial success in South-West Nigeria.
8. There is no significant difference in SMEs managers' mean ratings on management skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience (1 – 5, 6 – 10, above 10 years).
9. There is no significant difference in the mean ratings of male and female SMEs managers on business skills needed by business education graduates for entrepreneurial success in South-West Nigeria.
10. There is no significant difference in SMEs managers' mean ratings on business skills needed by business education graduates for entrepreneurial

success in South West Nigeria based on experience (1 – 5, 6 – 10, above 10 years).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Related literature to the research title is reviewed in this section under the following headings:

Conceptual Framework

Small and Medium Enterprises Managers

Rating

Skills

Entrepreneurial Success

Theoretical framework

Schumpeter's Theory of Innovation

Opportunity-Based Theory

Theoretical Studies

Overview of Small and Medium enterprises in Nigeria

Objectives of Business Education Programme in Nigerian tertiary institutions

Business Education and Entrepreneurship Development

Skills needed for Entrepreneurial Success

Empirical Studies

Personality skills needed for Entrepreneurial Success

Communication skills needed for Entrepreneurial Success

Human Relation skills needed for Entrepreneurial Success

Management skills needed for Entrepreneurial Success

Business skills needed for Entrepreneurial Success

Summary of Review of Related Literature

Conceptual Framework

Relevant concepts in the research title are reviewed in this section as follow:

Small and Medium Enterprises Managers

Small and medium enterprises managers are owners of business enterprise. Small and medium enterprises managers are individuals' who brings consistency to complex corporate organizations and business firms through planning, organizing, coordinating and controlling functions. According to Shaw (2003), small and medium enterprises managers as those who undertake innovations, finance and business acumen in an effort to transform innovations into economic goods. Small and medium enterprises managers are business oriented individuals who are

heavily involved in the day to day running of the enterprise (Driessen, Peter&Zwart, 2010).

Notably, Abduli (2013) defined managers of small and medium enterprise as business agents who play a major role in realizing the commercial and marketing objectives of the enterprise. Effective management by managers of SMEs is of critical importance given the limited financial resources at their disposal.

According to, Hirsch and Peters (2002) a SMEs manager is a quintessence capitalist individual who recognizes an opportunity and set up a business to exploit it. This implies that SMEs managers possess the ability to speak new ideas and make new products that create business opportunity. Hirsch and Peters' definition, however, limits the activities of the SMEs managers to capitalism alone, meanwhile SMEs managers can as well operate in a socialist state or be socialists.

In small and medium enterprises, the manager, often puts his stamp on the way things are done. He is charged with the responsibilities of proffering solutions to problems facing the enterprise. A SMEs manager evaluates perverted opportunities and strives to make decisions that will enable the firm to achieve sustained growth. Balasundaram (2009) defined SMEs managers as those who use their knowledge and resources to develop or create new business opportunities. They are also those who are actively involved in managing their business and own at least 50 percent of the business. In the context of this study, small or medium

enterprises managers are individuals who decide the strategic decisions, prepare and execute the long-term plans of the business enterprise for profit making purposes.

Rating

Rating is a position assigned to an object on a numerical scale. Sharma (2011) defined rating as a means of measuring an attribute of object or persons by judgment in a continuum. According to Dillon (1962), rating is used to denote a specific capacity based on any number of standards. Rating is an appraisal of something of value. Rating entails sorting or arranging things into categories or classes. Correspondingly, Cohen and Lefebvre (2005) posited that rating is the process in which ideas and objects are recognized, differentiated and understood.

Ratings in the grouping of objects into position, rank or grade usually for some specific purpose (Dienhart, 1999). Nugent (2013) defined rating as a score given to a subject or thing using a pre-determined numerical scale. Nugent further maintained that rating is the process of grouping or classifying people, objects, events and experiences. In addition, Nugent further maintained that, rating is based on common characteristics which objects share in a class and distinct features which distinguish these objects from those of other classes. Hence, Pedhazur and Schmelkin (1991) defined rating as assigning numbers to a characteristic of an object or event, which can be compared with other objects or events.

In educational context, Tuckman in Knight (2007) asserted that ratings involve the examination of parts, process or outcomes of programmes to determine whether or not they are satisfactorily with reference to the programme stated objectives. In respect to this study, rating is assigned value given by SMEs managers on skills needed by business education graduates for entrepreneurial success. It is ranking of different skills that are needed for entrepreneurial success.

Skills

Skill is being used in both professional and common parlance in the narrower sense of ability to do something. It is generally regarded as a basic ability by which man adjusts to life. According to Osuala (2004), skill is the capability of accomplishing a job with precision of certainty, practical knowledge in combination with cleverness and expertise. This suggests that skill often makes an individual astute enough in carrying out a task with precision of certainty and expertise. However, the definition did not consider skill from a personal perspective. However, the acquisition of skills may be difficult without learning process (Speelman, 2005).

In their own view, Paul, Uduonyi and Ini-Uwem (2016) defined skill as a talent or ability that comes from training or practice. Skill as viewed by Soanes (2001) is the ability to do something well especially as a result of long practice.

Correspondingly, Osinem and Nwoji (2010) posited that skill is the proficiency displayed by someone in the performance of a given task. Similarly, Jibril (2010) also defined skill as a fact, dexterity and practice ability one has to develop in order to accomplish work especially in vocational and technical occupation. This implies that skill is a sequential organized proficiency action executed in a flexible but systematic pattern.

It further implies that to possess a skill is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to an individual through repetition or practice. Skill is the ability to do something well as a result of acquired knowledge, practice or training (Huse, 2010). This study, therefore, consider skills as the acquired knowledge and understanding of how to operate business as well as the ability to apply them in the challenging business environment.

Entrepreneurial Success

Entrepreneurial success has been defined and measured in different ways (Herath, 2014). As presented in the literature, entrepreneurial success refers to several tangible and intangible elements such as value creation, income, net sales turnover, commercial success, profitability and viability (Schmidpeter & Weidinger, 2014). Therefore, many studies on entrepreneurial success have mainly emphasized on firms rather than individual entrepreneurs (Lau, Shaffer & Kevin,

2007). In contrast, some studies have focused on entrepreneurial career success rather than entrepreneurial firm success (Keh, Foo & Lim, 2002) as they argued that entrepreneurial firm is the natural extension of entrepreneurs and studying those individuals hence provides some insights into the success of their firms.

Pasanen (2003) indicates that entrepreneurial success can be measured by the following five factors:

1. Age of the firm
2. Growth in terms of turnover
3. The owner-manager's self-evaluation of business success
4. The owner-manager's satisfaction with business success
5. The firm's competitive power in the market of the main products

However, Ramana, Raman and Aryasri (2009) used financial and non-financial parameters in order to measure entrepreneurial success. Dafna (2008) opined that entrepreneurial success simply means “continued trading”. To Dafna, a successful business is a venture that has been operating for at least three years. Dafna’s view on entrepreneurial success remains challengeable as it is evident that some entrepreneurs would prefer to remain in the business despite facing difficult and loss due to their high determination characteristics.

Thompson (2004) opined that entrepreneurship success is the ability of entrepreneurs to create a strategic position by managing their resource to meet and

satisfy the expectations of stakeholders. Masuo, Fong, Yanagida and Cabal(2001) defined entrepreneurial success in terms of economic and financial measurement which includes return on assets, sales, profits employees and survival rates while non-financial measure include customer satisfaction, personal development and personal achievement. These scholars have presented entrepreneurial success in term of economic measure laying emphasis on profit-making and personal income of the owner/manager of the business.

It has however been proven that other non-pecuniary measures, such as customer satisfaction, personal development and personal achievement, exist while measuring entrepreneurial success. In the context of this study, entrepreneurial success refers to the outlined programmes of an SMEs managers' in exploiting identified business opportunities for personal profit and societal development.

Theoretical Framework

Theoretically, this research hinged on Schumpeter's theory of innovation and opportunity-based theory.

Schumpeter's Theory of Innovation

Innovation Theory of Schumpeter was propounded by Joseph Schumpeter in (1949). The theorist proposed that entrepreneurship is the catalyst that disrupts the stationary circular flow of the economy and thereby initiates and sustains the process of development. Embarking upon new combinations of the factors of

production - which Schumpeter succinctly called, innovation entails how the entrepreneur activates the economy to a new level of development. To Schumpeter, entrepreneurs are individuals motivated by a will for power; their special characteristic being an inherent capacity to select correct answers, energy, will and mind to overcome fixed talents of thoughts, and a capacity to withstand social opposition.

Schumpeter introduced a concept of innovation as key factor in entrepreneurship in addition to assuming risks and organising factors of production. Schumpeter defined entrepreneurship as “a creative activity”. An innovator who brings new products or services into economy is given the status of an entrepreneur. The theorist regards innovation as a tool of entrepreneur. The entrepreneur is viewed as the ‘engine of growth’ and sees the opportunity for introducing new products, new markets, new sources of supply, new forms of industrial organization or for the development of newly discovered resources. The concept of innovation and its corollary development embraces five functions:

1. The introduction of a new product with which consumers are not yet familiar with or introduction of a new quality of an existing product
2. The introduction of new method of production that is not yet tested by experience in the branch of manufacture concerned, which need by no

means be founded upon a discovery scientifically new and can also exist in a new way of handling a commodity commercially

3. The opening of new market that is a market on to which the particular branch of manufacturer of the country in question has not previously entered, whether or not this market has existed before
4. Conquest of a new source of supply of raw material and
5. The carrying out of the new organisation of any industry

Schumpeter is the first major theorist to put the human agent at the centre of the process of economic development. Schumpeter is very explicit about the economic function of the entrepreneur. The entrepreneur is the prime mover in economic development; his function, to innovate or carry out new combinations. Schumpeter makes a distinction between an innovator and an inventor. An inventor discovers new methods and new materials. On the contrary, an innovator is one who utilizes or applies inventions and discoveries in order to make new combinations. An inventor is concerned with his technical work of invention whereas an entrepreneur converts the technical work into economic performance. An innovator is more than an inventor because he does not only originate as the inventor does but goes much farther in exploiting the invention commercially

Schumpeter Innovation theory has some relationship with the current study in that when business education graduates would enter the business space with

innovate skills to create, introduce and market new products that would enhance their entrepreneurial success in Nigeria, particularly South-West, Nigeria. Going by this theory, business education graduates will need to require innovation, foresight, and creativity that have kept small and medium scale enterprises managers' successful in South-West, Nigeria.

The Innovation Theory focuses on an entrepreneur, who is an adaptable and can overcome all sorts of economic difficulties and obstacles. But in social and political field, he may be quite weak. Therefore, Schumpeter's regards for innovations as the main cause of economic development is far from reality because economic development of a country does not depend on innovations only but also on many economic and social factors. As a result of these drawbacks, the next theory, opportunity-based theory is reviewed.

Opportunity-Based Theory

The opportunity-based theory was propounded by Drucker (1978). Drucker proposed that entrepreneurs do not cause change (as claimed by the Schumpeter) but exploit the opportunities that change in technology and, consumer preferences. He further stated, the entrepreneur always searches for change, responds to it, and exploits it as an opportunity. Apparently, Drucker's theory emphasizes on entrepreneurs have an eye more for possibilities created by change than the problems.

According to Drucker (1978), setting opportunity is a central element in defining entrepreneurship. For Drucker, the entrepreneur will always see the opportunities rather than the obstacles developed by change. In order to succeed, an entrepreneur has to be market oriented and moreover market driven. Drucker's theory is based on two important factors which are innovation and resources; innovation depends on resources and resources gain importance only when perceived to possess economic value. Innovating new ideas as well as new products or any elements related to his business help him to increase his productivity. The theory explains that there is a complex relationship between the innovation, resources and the behaviour of the entrepreneurs. Drucker had derived three main points which help to explain the role of the entrepreneurs:

- a) Entrepreneurs increase the value and satisfaction of the customer through the efficient utilization of the resources
- b) Entrepreneurs are responsible for the creation of new values
- c) Entrepreneurs must combine the existing materials and the resources

Opportunity-based theory is relevant to the present study because business education graduates' will be equipped with skills to harness the untapped business opportunities in South-West, Nigeria and other parts of the nation due to the dynamic nature of the marketplace brought about by changes in technology, marketing, financial, social and cultural changes will contribute to their

entrepreneurial success. The opportunity-based theory is related to this study because it provides a clear picture of the resourceful of skills needed by business education graduates because it will make them to not only think about creating new products in the marketplace but also see that they increase customers' satisfactions from the resource exploited.

Theoretical Studies

Theoretical studies that have relationship with this study are reviewed in this section as follows:

Overview of Small and Medium Enterprises in Nigeria

There is no universally agreed definition of small and medium enterprises but some analysts have defined SMEs' in terms of their total revenue while others used the number of employees as an indicator. The Central Bank of Nigeria (CBN) (2009) opined that small enterprise is any enterprise whose capital investment including cost of land is between ₦10,000,000.00 and N100,000,000.00 with a workforce of between 31 and 70 full-time workers having a turnover of not more than ₦100,000,000.00, while medium enterprise is an enterprise whose capital investment excluding the cost of land is between ₦100,000,000.00 and

₦300,000,000.00 with a workforce of 71 and 200 full time workers having a turnover of not more than ₦20,000,000.00.

SMEs are generally regarded as the engine driving the growth of the economies and provide best opportunities for job creation and rural development (Carpenter, 2003). SMEs are veritable tools for poverty alleviation, rural industrialization, job creation and sustainable livelihood (CBN, 2009). In Nigeria, SMEs account for about 50% of all consumer goods sold in the market place.

The Committee of Economic Development Standards in Mandah (2012) outlined the following criteria which small and medium business enterprises (SMEs) must meet:

1. Management is independent.
2. Capital is supplied and ownership held by individual or small group of people. The employees should live in the community where the business is located.
3. The area of operation is mainly local.
4. The business is small when compared with the biggest unit of in its field.

A major characteristic of Nigeria's SMEs relates to ownership structure which largely revolves around a key man or family. Even where the registration

status is that of a limited liability company, true ownership structure is that of a one-man, family or partnership business.

Other common features of Nigeria's SMEs include the following among others.

1. Labour intensive production processes
2. Concentration of management on the key man
3. Limited access to long term funds
4. High cost of funds as a result of high interest rates and bank charges
5. High mortality rate especially within their first two years
6. Over-dependence on imported raw materials and spare parts
7. Poor inter and intra-sectoral linkages, hence they hardly enjoy economies of scale benefits
8. Poor managerial skills due to their inability to pay for skilled labour
9. Poor product quality output
10. Absence of research and development
11. Little or no training and development for their staffs
12. Poor documentations of policy, strategy, financials, plans and systems
13. Low entrepreneurial skills, inadequate educational or technical background
14. Lack of adequate financial record keeping
15. Poor Capital structure, which is low capitalization

16. Poor management of financial resources and inability to distinguish between personal and business finance
17. High production costs due to inadequate infrastructure and wastages.
18. Use of outdated and inefficient technology especially as it relates to processing, preservation and storage.
19. Lack of access to international market
20. Lack of succession plan
21. Poor access to vital information (Mandah, 2005).

Small and medium enterprises can be grouped into the following major classifications as outlined by Osuala (2004);

1. Mining and Agriculture: These enterprises engage themselves in mineral deposits which they extract and put into use. They include, quarry workers, pot makers, farmers, orange growers, goldsmiths and blacksmith, oil refiners, poultry farmers and coal miners among others
2. Manufacturing: These are enterprises that transform raw materials into semi-finished or finished products. This is another category in which big business tends to overshadow. These are small manufacturers such as printers, furniture makers, steel fabricators, boat boilers; saw mill operators, weavers, toy makers, leather workers, bakers and shoe makers.

3. Wholesaling: Wholesaling firms are business units that purchased goods in large quantities from manufacturers and sell in small quantities to retailers. This business unit has been expanding in recent years and serves a critical link in the chain between producers and ultimate consumers. Wholesalers perform a variety of vital functions in the economy. Generally, wholesalers make the channels of distribution of motor parts, foodstuffs, land wave, sporting facilities, jewellery, pharmaceuticals and electrical parts and so on.
4. Retailing: Retailers are also middlemen like wholesalers in the channels of distribution, who buy goods in small quantities from wholesalers and sell in pieces to the ultimate consumers. Examples of such retailing operations are numerous such as, super markets, furniture stores, drug stores, petrol stations, restaurants, toys and gift shops and ice cream and so on.
5. Service Industries: Service industries that are business entities that provide professional intangible services in the channels of distribution for the final consumers. Service industries are the fastest growing industrial classification in the world today. Small and medium enterprises provide services of nearly every kind. Income tax preparation, medical attention, overnight accommodation, private education, shoe repairs, laundering, hair shops, exercise and recreation, tailoring, advertising, consultancy, catering, plumbing, electricity, accounting firms and many others.

6. Finance, Insurance and Real Estate: These are small and medium scale enterprises that focused on the the management of money, banking, investments, and credit (finance), the coverage of loss in return for premiums (insurance), and the buying and selling of land and property (real estate). These three business categories have weathered tremendous changes in the past. Examples include mobile banks, money lenders, savings and loans firms, Peoples banks, insurance brokers, agents, real estate brokers and selling agents.
7. Construction: Construction enterprises are concerned with the constructing, reconstructing, renovating, maintaining and repairing semi-finished or finished products. The construction industry has been under a tremendous amount of pressure in recent years because of high interest rates and inflation. Construction workers ranges from general constructing to the more specialized fields of electrical and paint contracting, road and bridge construction, architects, surveyors, plumbers and painters are some examples of small and medium enterprises in this area.
8. Transportation and Logistic Industries: The transportation and logistics industry consist of business enterprises dealing with obtaining, handling, packaging and distributing material and products from one place to another. Normally, the large capital investment required for start-up discourages

business men from entering the transportation and logistics industries. Another major hindrance here is the intensive regulations by the Federal Government. Many charter flight and courier services, local radio stations, bus and tax services are some examples of small businesses in this area of operation.

Objectives of Business Education Programme in Nigerian Tertiary Institutions

Business education represents a broad and diverse discipline that is included in all levels of educational delivery systems - elementary, secondary and post-secondary (Amesi,2011). In same vein, Adeniji (2002) viewed business education programme as a part of total education which trains the recipients in business related skills as well as general education at specific levels with the aim of preparing the youths for work in business, industry and office.

According to Osuala (2004), business education is a programme of instruction which consists of two parts; Office education: being a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation and General business: being a programme of instruction to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world.

In their own view, Onyesom and Okolocha (2013) defined business education as the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment. Business education programme is one that embraces skill building programme, creative thinking, productive development, marketing negotiation, leadership training and health generation (Kurato, 2003). Business education programme assists individual to acquire skills, which they can apply to solve problems in business and office occupations (Ogunmayi, 2008).

According to Akinola (2006), the following are the objectives of business education programmes:

1. To prepare the students for employment after graduation.
2. To meet the manpower needs of the society.
3. To increase the options available to each student and serving as motivation in order to enhance all types of learning.
4. To present a laboratory in which students practice skills, knowledge and attitude to make the classes instruction more meaningful and relevant.
5. To provide an opportunity through the use of local business for the students to acquire additional skill and knowledge.
6. To give the students background of training that would contribute to rapid advancement on the job.

7. To make students develop good working habits and attitude needed in the development of personality traits such as punctuality, responsibility, accuracy, fact, adaptability and service of responsibility that makes for efficient work.
8. To help develop the high attitude towards work and the habit of mind conducive to the proper use of technology.
9. To provide the knowledge and skills necessary for industrial, commercial and economic development.
10. To provide who can apply scientific knowledge to the improvement/solutions and convenience of man.
11. To give training, and impart the necessary skills leading to the promotion of craftsmen, technicians and other skilled personnel who will be enterprising and self reliant.
12. It is also out to stimulate and encourage creativity and to enable our young and women to have an intelligent understanding of the increasing complexity of the society.

Business education programme is domiciled in vocational and technical education in universities and colleges of education in Nigeria. The objectives of business education at the university level as outlined in Okoro (2013) include:

- To produce competent degree graduates who can be self-employed.

- To produce competent degree graduates who can teach business education courses in secondary school and higher institutions.
- To produce competent degree graduates who can inculcate business ideas into the economy.
- To produce competent degree graduates who can help in formulating economic policies.
- To produce competent degree graduates who can employ other persons to reduce unemployment.

In colleges of education, the Federal Republic of Nigeria (2013) outlined the objectives of business education as follow:

1. To produce well qualified and competent NCE graduate in business subjects who will be able to teach business subjects in our junior secondary schools.
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society.
3. To produce NCE business teachers who will start so much desired revolution of vocational development right from the Nigeria Primary and Secondary schools.
4. To prepare students in business education with necessary competence so as to qualify for a three-year post-NCE degree programme in business education in Nigerian Universities

5. To equip graduates with the right skills to engage in a life of work in the office as well as for self-employment

Business Education and Entrepreneurship Development

Entrepreneurs do not operate in a vacuum. They operate under a business environment that requires certain skills which are varied and can be acquired through different training programmes. As Cooper (2005) puts it, entrepreneurship has grown in legitimacy, particularly in business schools. Awojobi (2011) opined that business education strives to fulfil the function of entrepreneurship development and to this effect; entrepreneurship therefore cannot be isolated from business education.

In Nigeria, business education covers a wide spectrum of accounting, business studies, computer education, secretarial studies, and office technology as well as business teacher education. The Federal Republic of Nigeria (2013) outlined business education courses to include stenography, typewriting, store keeping, book keeping, and office practice. Graduates of business education have the comparative advantage of becoming employees in the labour market, entrepreneurs and employers of labour who are also the functions of entrepreneurship.

Gidado and Akaze (2014) concluded that business education is a skill based course which inculcates entrepreneurial skills in the recipients. To these scholars,

business education has the potentials of promoting entrepreneurship in Nigeria as it could lead to the acquisition of skills for identifying viable investment opportunities, proper marketing, financial management, proper management and avoidance of business failure. In his own study, Brown (2000) opined that business education focuses on developing students with the passion and skills needed to create inherently risky entrepreneurial enterprises and guides the enterprise successfully through its initial stage to the maturity stage. To him, business education inculcates the skills needed to recognize business opportunity and process starting new business venture.

Ubulom (2003) also opined that business education is that aspect of education or training process which an individual receives with the primary motive of enabling him acquire adequate attitudes, concept, knowledge and skills in business activities for his personal or for vocation usage, for career as an administrator or manager or teacher wherever he may find himself in the business world. Relating business education to entrepreneurship development, research studies by different scholars revealed that there are different perspectives and approaches that can be adopted in teaching business education and entrepreneurship programmes (Cowling & Taylor, 2001).

The adoption of instructional approaches depends on the institution decision and programme design (Izedonmi & Okafor, 2010). Aside formal classroom

setting, researchers are of the view that entrepreneurship can also be communicated through conference, seminars, journals publications, workshop programmes and using the platform of research centre (Adenipekun, 2004). According to Bawuah, Buame and Hinson (2006), research evidence from different sources seems to suggest that individuals attending entrepreneurship courses have a higher tendency to start their own business at some point in their career than those attending other courses. In the view of Ogbojafo, Kuye, Sulaimon and Okonji (2009), the skills traditionally taught in business schools are necessary but not sufficient to make a successful entrepreneur.

As students need to develop their business skills and understanding more attention is required for the development of their entrepreneurial skills, attributes and behaviours (Bawuah, Buame & Hinson, 2006). Owualah and Obokoh in Ogbojafor, Kuye, Sulaimon and Okonji (2009) posited that there should be a long term strategy focused on developing a set of skills at different stages of entrepreneurship education. Strategies that could offer a progression from awareness increase to real activities to develop entrepreneurial skills, culmination in a desire to own and run a business.

Be that as it may, Ogbojafo, Kuye, Sulaimon and Okonji (2009), highlighted a variety of specific areas of importance that business education must address. These are:

- i. To increase the awareness and understanding of the process involved in initiating and managing a new venture as well as to enhance learners of small business ownership as serious career option.
- ii. To identify and stimulate entrepreneurial drive, talent and skills; to undo the risk adverse bias of several analytical techniques, and to derive attitudes toward change.
- iii. To assist the government to contribute to job creation, economic growth, skill enhancement and the development of an entrepreneurial culture.
- iv. To assist entrepreneurs in their quest to start their own business one day and to develop skills that will enable them find work in large firms as well.
- v. To assist entrepreneurs in solving the unique problems in their business
- v. To provide entrepreneurs with enhanced status and a higher profile with regard to community commitment

From the foregoing, it is established that there is a wide connectivity between business education and entrepreneurship development. Both concepts cannot therefore be separated, as business education is aimed at helping young people, students or potential entrepreneurs to develop skills and attributes that allow them to be innovative and to identify initiate and successfully manage personal and work opportunities, including working for themselves (Uwameiye & Uwameiye, 2006).

Skills Needed for Entrepreneurial Success

A cursory outlook at the curriculum framework of business education programme in Nigerian tertiary institutions, it is crystal that business education graduates are expected to create wealth through entrepreneurial endeavours. However, for business education graduates and potential entrepreneurs to become successful entrepreneurs in the business world, the possession of requisite skills cannot be overemphasized. According to Osuala (2004), the acquisition of requisite skills for entrepreneurial success is indispensable towards producing a self-reliant nation with dynamic economy.

Buttering on the importance of skills for entrepreneurial success, Olaniyi (2016) noted that business education graduates needs a broad array of skills to succeed in the competitive marketplace. Specifically, this study focuses on personality skills, communication skills, human relations skills, management skills and business skills needed for entrepreneurial success which are explained as follows.

Personality Skills

No two entrepreneurs think alike in their business venture. Successful entrepreneurs are individuals who detect and exploit opportunities; make rapid decisions under uncertainty; and are hard-working, goal striving and willing to take risks (Brandstätter, 2011). Entrepreneurs have also been characterized as

generalists or “jack-of-all-trades” who must be able to perform a wide range of job tasks to succeed (Lazear, 2004)

Rauch and Frese (2007) identified the following personality skills associated with both business creation and entrepreneurship success as follows: need for achievement, innovativeness, proactive personality, generalized self-efficacy, stress tolerance, need for autonomy and internal locus of control. Additionally, Brandstätter (2011) posited that higher conscientiousness, openness, extraversion, and lower neuroticism distinguished entrepreneurs from managers, and these traits also predicted entrepreneurial success. Personality skills such as conscientiousness; emotional stability; extraversion; openness to experience; neuroticism; and agreeableness were essential for entrepreneurship success (Soto & John, 2016)

McClelland in Beugelsdijk and Noorderhaven (2005) posited that entrepreneurial behaviour can be associated with personality skills like moderate risk-taking propensity, preference for energetic or novel activity, and the tendency to assume personal responsibility for successes or failure as well as high need for achievement. Mueller, Thomas and Jaeger (2002) examined two personal skills associated with entrepreneurial success as follows;

- a) Internal Locus of Control: Entrepreneur can be defined as a self-motivated individual who takes the initiative to start and build an enterprise relying

primarily on self rather than others to formulate and implement his or her goals.

- b) Innovativeness: Successful entrepreneurs adopt and implement competitive strategies such as introducing new products and services, new methods of production, opening new markets or sources of supply, or even reorganizing an entire industry. However, prior to implementation, the potential entrepreneur must be able to effectively formulate such strategies suggesting the possession of personal characteristics which reflect creativity and innovativeness

Also, Koh in Evrim (2016) highlighted six personality skills of entrepreneurs to include:

1. Need for Achievement:

In his work on economic development, McClelland first identified the need for achievement as a personality trait. McClelland's theory that need for achievement is a strong psychological driving force behind human action has been long proposed as a factor influencing entrepreneurial behaviour. The need for achievement is usually referred to as a learned, stable characteristic where satisfaction is acquired by aiming for and accomplishing higher levels of excellence. The need for achievement was originally conceptualized as a fixed personal skill.

Also, entrepreneurs with a high level of need for achievement have a strong desire to solve problems by themselves, they like setting and achieving goals and they enjoy receiving feedback on their achievements (Chell, 2008). An individual with a high need for achievement is going to spend time trying to do a better job or trying to accomplish something important. These individuals are high achievers who like to take responsibility for finding solutions to issues, who like quick feedback on their performance to know if they have improved or not and who like to achieve targets that are challenging but not beyond their capabilities. They do not like to succeed by chance.

2. Locus of Control:

While individuals with an internal locus of control believe that they are able to control life's events, individuals with an external locus of control believe that life's events are the result of external factors, such as chance, luck or fate. The locus of control of an individual can be either external or internal (Littunen, 2000). The locus of control is understood as a determinant of the expectation of success (Westhead, 2011). Individuals with an internal locus of control believe that they themselves are in control of their destiny. The internal locus of control is said to be an important characteristic of entrepreneurs. Entrepreneurs with high levels of internal locus of control usually see themselves as having more power and discretion and being more innovative (Zhang & Bruning, 2011).

Entrepreneurs with high levels of internal locus of control might not be willing to give up the control of their businesses or to seek advice from customers, competitors or other external entities. These entrepreneurs want to create a competitive organizational culture that is driven by their own creative and on the other hand, individuals with an external locus of control believe that fate has a strong influence over their lives (Chell, 2008). An external locus of control refers to the type of attitude that focuses on the actions of other individuals, or on chance, luck or fate. The external locus of control hinders learning and stimulates passivity.

3. Propensity to Take Risk:

Much of the entrepreneurship literature includes risk taking as a major entrepreneurial skill. Additionally, it is believed that entrepreneurs prefer to take moderate risks in situations where they have some degree of control or skill in realizing a profit. Risk taking is perceived as a skill that differentiates entrepreneurs from non-entrepreneurs and managers (Ahmad, 2010). A risk taker is an individual who pursues a business idea even when the probability of succeeding is not high. Stereotypic impressions of an entrepreneur assume that an entrepreneur is usually a risk-taker. However, research shows that an entrepreneur takes only calculated risks (Chell, 2008). Risk-taking depends on the vision of a situation and/or the entrepreneur's vision of being an expert. Entrepreneurs with a high level of risk-

taking propensity are adventurous and daring, they look for excitement and stimuli, as well as being optimistic and energetic (Fine, 2012).

Communication Skills

Communication is the transmission of meaning from one person to another or too many people, whether verbally or non-verbally. Nicholson in Isuwa (2015) noted that communication from one person to another is commonly depicted as a simple triangle consisting of the context, the sender, the message, and the receiver. Communication serves as a channel for the exercise of leadership or for the maintenance of international linkages. Communication involves intents and efforts from both the sender of the message and the receiver.

Raman and Sharma (2012) stated that communication enables people in the modern world to work together, exchange products and services to achieve goals profitably. It is a process that can be fraught with error such as with messages muddled that is, mixed up by the sender, or misinterpreted by the recipient. However, if this is not detected, it can cause tremendous confusion, waste efforts and mis-opportunities in most of organization. Success of communication depends on several factors, transmission of message by the process of encoding and decoding the message which may result in short-term perception, for the success of communication. Effective communication according to Stroh (2002) is between

individuals (the sender and the receiver) involves many steps, including encoding, decoding, and feedback.

There are three standard models of communication process: Linear, interactive, and transactional, and each offers a slightly different perspective on the communication process.

Linear Model of Communication:

Wood in Ifejika (2015) described the linear model communication as a one-way or linear process in which the speaker speaks and the listener listens. Lasswell in Ifejika (2015) stated that linear model is based on five questions describing how communication works: who said ----- what ----- in what channel ----- to whom ---- - with what effect.

Meghi in Ifejika (2015) described linear communication as a one way model to communicate with others, it consists of the sender encoding a message and channelling it to the receiver in the presence of noise. The linear model assumes that there is a clear cut beginning and end to communication. It also displays no feedback from the receiver. In the process of transmitting a message, certain information that was not intended by the information source is unavoidably added to the signal (or message). This noise can be internal (that is, coming from the receiver's own knowledge, attitudes, or beliefs) or external (that is, coming from other sources). Such internal or external noise can either strengthen the intended

effect of a message (if the information confirms the message), or weaken the intended effect (if the information in the noise contradicts the original message).

Interactive Communication Model:

The Interactive Model multiplies the quick flip of the return message. It now allows for a feedback element because after a message is encoded and sent to the decoding receiver, the roles then reverse and the receiver encodes and sends a response to the original sender who has now turned receiver. It sounds more confusing than it is.

Envision an exchange of text messages whereby your friend sends you a message and you respond to it. The same thing happens during a telephone call, or even an email exchange. A message is sent and received, and then the roles reverse.

Transactional Communication Model:

The transactional model becomes more sophisticated yet this model depicts face-to-face interaction, or transaction as a dynamic and changeable process that is not limited to simple definition. In the Transactional Model, receiver and sender can play the same roles simultaneously, as sometimes happens, as messages can be sent back and forth simultaneously. It appears chaotic and ineffective, but sometimes communication happens in this manner.

Agboola and Ademiluyi (2011) observed that communication is more than passing information to a receiver and involves dialogue and social exchange. Communication can only be effective when the intended message is received, correctly interpreted and understood, accepted and appropriately acted upon by the receiver and confirmed by a feedback.

Communication skills are the knowledge and ability required by individuals to transfer information from one place to another. These skills involved written, oral or visual and non-verbal. Communication skills enable one to create sound awareness about the products of an enterprise. Communication skills are the ability to express oneself and understand others so that ideas can be shared. These skills enable individuals to convey information so that it is received and understood.

Communication skills in the opinion of Richard, Gary and Larry in Agada (2014) are the skills for entrepreneurs to convince others that their ideas are worthy of support. The authors stated further that entrepreneurs need to explain to others what their jobs and what the goals of the ventures are in order to motivate these people to work effectively. Good communication skills, in terms of oral and written are essential for successful enterprise. According to Rao (2010), communication skills are the abilities to transfer one's thought, ideas and information from the sender to the receiver with the latter begin understood the same effectively and efficiently.

Communication skills will enable graduates to communicate business transactions fluently with their customer. Communication skill is the ability to express oneself and understand others so that ideas can be shared. It is a skill that enables an entrepreneur to convey information so that it is received and understood. They stated further that entrepreneurs need to explain to others what their jobs and what the goals of the ventures are in order to motivate these people to work. Good communication skills, both oral and written are essential. Therefore, communication is the transfer of ideas from the sender to the receivers.

Yusuf and Adeoye(2012) identified communication skills as follows;

- a) Explain to other what their jobs involve
- b) Understand the needs of customers
- c) Actively listen to people and identify barriers to listening
- d) Communicate orally with group of various
- e) Conduct quality oral presentation
- f) Read and comprehend wide range of publication
- g) Effective communicate with others using electronic communication
- h) Acknowledging difference of opinion
- i) Being open minded
- j) Project oneself into the audience's point of view
- k) Explain objectively without evaluation

- l) Provide specific details supported by concrete examples
- m) Encourage the speaker to speak more
- n) Sharing ones feeling
- o) Sharing ones thought
- p) Interpret electrical diagram verbally
- q) Conveying to others a message without commanding
- r) Interact and communicate with individuals with various depths of knowledge capabilities
- s) Communicate orally with group of various sizes
- t) Accepting feedback

Communication skills involves meeting people and making them buy business ideas, products or services, or meeting people and encouraging them to sell their business ideas, products or services. Communication skills involve visiting people talking to people, writing business letters, telephoning, arranging for meetings and other. Ejeka and Mgbonyebi (2016) asserted that graduates of business education should have good command of English language, possess listening ability, possess intelligent perception and competent to make intelligent interpretations, be competent in use of body language, possession of friendly voice and ability to make intelligent selection of communication channels. These skills are learnt during period of apprenticeship, vocational or technical training,

seminars, workshops and on-the-job-training. An entrepreneur who lacks communication skills would be using un-refined and uncomplimentary language on customers, workers, suppliers, and friends.

Human Relations Skills

Human relations skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong human relation skills are usually more successful in both their professional and personal lives (Contreras, 2013). Developing more harmonious relationships with others is generally encouraged by society as doing so facilitates all sorts of agreements and transactions either commercial or non-commercial – and has been even tied with better health and emotional well-being.

In their view, Bradford and Robin (2014) opined that human relations are also known as inter-personal skills because they are social skills that facilitate interaction and communication with others. These skills are human relationship skills which help in the interaction among people in an environment of conflicts or co-operative behaviours. Shageeva, Gorodetskaya, Kraisman and Ivanov (2012) noted human relation skills are to be developed in the course of the educational process. These skills are necessary in solving problems in human resource management, conflict resolution and information processing among others. Human relation skills focus attention mostly on human interaction in the work environment

with the hope of understanding fellow workers and clients; relating and dealing harmoniously with them and adapting to environments or situations as they come so as to facilitate the achievement of the goals of individual employees and the organization.

Humans are social beings, so the manner in which we interrelate with others and our ability to establish positive relationships have an enormous impact on our success in the different areas of our lives. This is especially important when a person is running a business and dealing with customers, suppliers, employees, investors, and others on a regular basis. Human beings live and work together and they need some skills to encourage them to be highly productive. Human relations try to find out what behaviour and attitudes that encourage people to work and be productive. Nwosu (2002) affirmed that human relation is the interaction and integration of people into a work situation that motivates them to work together productively, co-operatively and with economic, psychological and social satisfaction. Human relations could be said to be the ability to get along with others. This skill is expected from office managers, directors and entrepreneurs.

Management Skills

Management is the art of getting things done through people. It is the process of harnessing the diverse resources (materials finance, people and time) in a manner as to achieve what the organization set to achieve. Nwachukwu (2008)

described management as the coordination of all resources of an organization through the process of planning, organizing, directing and controlling in order to attaining organization objectives. Managerial skills enable entrepreneurs to run successful enterprises. Heinz and Harold (2005) defined management as the process of designing and maintaining an environment in which individual working together in groups efficiently accomplish selected aims.

Management in all business areas and organizational activities are the acts of getting people together to accomplish desired goals and objectives. Management is generally viewed as a professional discipline that assembles and uses resources in terms of human, resources, financial resources, physical resources and time to accomplished objectives (Olowu, 2000). This implies that management involves the use of human resources through the process of planning, organizing and controlling of products in the industries in order to meet the customer requirements. It equally involves good planning, organizing, directing and controlling of workers and materials to effectively and efficiently meet set objectives of an enterprise (Griffin, 2002).

Etuk (2002) sees management as the process of directing, administering or running a business. It is essentially directing human efforts and energies and coordinating the whole as a team, and giving vital leadership. Osuala in Isuwa (2015) defined management as the organizing planning and controlling the total

business activities and the leading of people so that the use of material, men and equipment results in the efficient achievement of planned objectives. It is therefore the process of achieving an organization's goal through the coordinated performance of five specific functions which. Osuala referred to as the classic management function as follows;

1. Planning or devising both short-range and long-range plans for the organization and setting goals to help achieve the plans
2. Organizing or deciding how to use resources such as people and materials
3. Staffing, or hiring and training workers.
4. Directing, or guiding employees perform their work in a way that supports the organization's goals
5. Controlling or motivating the organization's progress towards reaching its goal.

Osuala in Isuwa (2015) identified management incompetence as one of the specific reasons for business failure since managers do not have what it simply takes to run a small business. He emphasized that management skills of small business can be learn as mangers are not born but made. He further maintained that the valuable skills of management can be learnt through trial and error, but most of the errors can be eliminated by education. Akinola (2006) also pointed out that one of the problems facing entrepreneurs is lack of managerial skills and experience

and thus, suggested that entrepreneurs should have good training in the art of management.

The entrepreneurs especially those in business related areas require management skills because they also play the role of managers since they are responsible for the attainment of their organizational goals and objectives. According to him, these skills are conceptual and technical skills. Conceptual skills are those skills required to relate parts of the company's work to the whole. Technical skills are those required for turning out the actual products or services of the firm and are needed for performing specific activities within the organization

Management skills are required by business related graduates in starting, developing and managing an enterprise. It also includes skills in decision making control and negotiation, essential in creating and growing a new business venture. Management skills are skills required by group who has responsibility to run an enterprise. According to Akinola (2006), managerial skills are skills require by an entrepreneur to formulate and execute policies of an enterprises which constitute management. Thus, Anyakoha (2009) stated some of the management skills to include; ability to communicate effectively, ability to make long and short term planning, ability to manage time, finance and meet job schedule

Anyakoha (2009) identified some important management skills required by the entrepreneur-business education graduates to successfully establish, run and manage a business enterprise. They include the ability to:

1. Set appropriate businesses goal
2. Plan effectively for goal attainment
3. Organize resources (human and materials) for goal attainment
4. Implement plans for goal attainment
5. Evaluate all activities/operations on the process of goal attainment
6. Make appropriate use of feedback.

Other management skills required for success in entrepreneurship also include the ability to or having knowledge of:

- a) Making long and short term planning;
- b) Purchase goods, tools and equipment;
- c) Factors involved in overhead control
- d) Inventory control and turnover
- e) Acquisition of management and supervisory skills
- f) Manage time and meet job schedules;
- g) Need for employees growth and development;
- h) Identify opportunities and generate ideas suitable to the opportunities; and
- i) Confidence to make a decision and act upon it

Potential entrepreneur needs to possess management skills in order to achieve organization goals. Lidimma (2011) identified management skills as follows:

1. Oversee organizational matters
2. Foster relationship among members of the organization
3. Evaluate all activities/operations in the process of goal attainment
4. Appraise employees' performance
5. Set a channel for effective feedback from customers
6. Purchase goods, tools and equipment
7. Produce demanded items before collection date
8. Manage time and meet job schedule
9. Be sensitive to the feeling of others
10. Handle difficult customers with patience and care
11. Develop, interpret and implement organization policies
12. Set attainable goals for the organization
13. Create long term vision for the organization
14. Create an open door policy
15. Control, directs and delegate authority
16. Organized human/material resources for goals attainment
17. Maintain authority in dispensation of leadership

18. Have knowledge of need for employee growth and development

19. Evaluate the impact of personnel in the organization

Evidently, management skills are essentially required by business education graduates to effectively achieve entrepreneurial goals through coordinated efforts of planning, organizing, staffing, directing and controlling. It is with this understanding; Ejeka and Mgbonyebi (2016) asserted graduates of business education programme needs to develop management skills in order to know how to take care of men and materials under their care. These men and materials are scarce or insufficient and need to be managed optimally. Some entrepreneurs regard human beings as machines but those who have managerial skills apply the principles of human relations in treating their workers

Business Skills

Anyakoha (2009) stated that business skills are skills that enable potential entrepreneurs (graduates) to grasp the understanding of business management. Business skills are grouped under creative, marketing and financial management skills. Creativity is very important because it is inevitable for entrepreneurial success. Ozioko (2006) stated that creativity is a mental process that involves the application of divergent thinking, critical thinking, and other problem solving skills in order to provide solution to problems. Lemchi in Abanyam (2014) asserted that possession of creative skill gives rise to entrepreneurship because it is a veritable

tool that drives advancement and progress in whatever aspect of life they are applied.

Pleshette in Okoro and Ursula (2012) outlined the four main stages of acquisition and development of creative skills to include:

1. Analyze and identify the current and foreseeable skill needs to business, in terms of management, administrative and technical skills and relative importance of these
2. Identify the entrepreneur's own personal goals, objectives and analyze and evaluate his/her own skills and resources in relation to these.
3. Produce a realistic personal development plan for the potential entrepreneur
4. Monitor on-going performance on follow-up of the entrepreneur once the business has started and progress made towards developing the new skills that had been previously identified as necessary for the success of the business.

Abonifoh (1999) defined creative skills as skills relating to identifying business opportunities and receiving a sustainable income from these opportunities. The acquisition of creative skills means combining personal characteristics, financial resources within one's environment and taking advantage of them for rewarding outcome. In addition, Akande in Abanyam (2014) described

creative skills as qualities or attributes required by an entrepreneur to start and successfully manage a business in a competitive environment

Financial management is the answer that can best fit the current market penetration for entrepreneurs. Fatoki (2012) summarize the definition of financial management as planning for the future of a business enterprise to ensure a positive cash flow. Meanwhile, Brinckmann, Salomo and Gemueden (2011) defined financial management as managerial activities that concern the acquisition of financial resources and the assurance of their effective and efficient use. Fatoki (2012) also posited that financial management involves planning, organizing, directing and controlling the financial activities such as the procurement and the utilization of funds of the enterprise.

Financial management skills as explained by Richard, Gary and Larry in Agada (2014) are skills needed by entrepreneur to understand the financial matter that will ventures. The authors stated further that it involves where to find capital, how to secure it, how to plan cash flow, how to keep effective financial and how to foresee future financial needs. Finance according to Osuala in Agada (2014) is the process of getting the fund a firm needs and putting the fund into use. It is the lifeblood of every business organization and as such is vital to the existence of business. Finance is the propeller that keeps the engine of business organization

running. Thus, financial management skills help entrepreneurs to get fundneeded on favourable terms and use the fund effectively

Financial management skill according to Igboke (2005) is also important for successful entrepreneurial development. He opined that accounting concepts would equip one with the knowledge of recording, analyzing, classifying and interpreting the financial information as well as pedagogy required in teaching skills. Financial management skills enhance individual's ability to deal with tasks such as, unit budget preparation and control, cost containment, cost benefit analysis and productivity measures. Financial management skills as explained by Richard, Gary and Larry in Agada (2014) enable entrepreneurs to understand the financial matter of an organization. It involves where to find capital, how to secure it, how to plan cash flow, how to keep effective financial and how to foresee future financial needs

On the other hand, marketing skills are the skills required to market goods and services produced by an enterprise. Osinem (2008) explained marketing skills as the skills which an individual acquires and which enables him keep a job. Osuala in Agada (2014) identified some marketing skills to include: Being familiar with various aspects of sales and sale techniques, determining the cost of advertisement, determining the storage facilities, and determining the extent of the market. Marketing skills according to Osinem, are the skills which an individual

acquires and which enables him keep a job. Marketable implies easy to sell, attractive to customers or employers. He explains further that marketing skills are those skills that make individuals readily saleable in the labour market. Richard, Gary and Larry in Agada (2014) said that marketing involves identifying relevant markets accurately; communicate effectively with potential customers, users, or donors; and maintaining a sensitivity to the marketing place.

Yusuf and Adeoye (2012) identified the following as the part of the business skills required by entrepreneurs to set up small and medium scale enterprises

1. Recognize and analyze marketing opportunities
2. Promote and sell organization products
3. Communicate effectively with customers
4. Discuss and persuade customers
5. Establish linkages with other business person and stockholders
6. Capture and retain the attention of the customers
7. Identify and use market opportunities
8. Understand business laws for example licensing and insurance leasing
9. Analyze demand and supply
10. Acquire effective sale habit
11. Understand and use banking facilities
12. Interpret financial statement

- 13.Keep appropriate use of records and inventories
- 14.Make decision on marketing mix
- 15.Promote and sell organization products
- 16.Carrying out effective marketing and research
- 17.Conduct marketing survey to determine customers' needs
- 18.Understand the concept of marketing
- 19.Demonstrate knowledge of forecasting and analyze of sale

Empirical Studies

Empirical studies that are relevant to this study are reviewed under this section.

Personality Skills Needed for Entrepreneurship Success

Olakitan and Akanbi (2011) conducted a research on the investigation of personality on entrepreneurial success. The study sought to examine the impact of gender, locus of control and risk-taking behaviour on the success of an entrepreneur. Six hypotheses guided the study. Descriptive survey design was adopted for the study. The participants in this study were 35 solo entrepreneurs located around Agbowo, University of Ibadan area, Ibadan, Oyo State, Nigeria was studied without sampling. A structured and validated questionnaire was used for data collection. Cronbach alpha statistics was used to establish a reliability

coefficient of 0.87 for the instrument Independent t-test, analysis of variance and multiple regression were used to test the hypotheses at 0.05 level of significance.

The results showed that risk-taking behaviour and locus of control had no significant interaction effect on entrepreneurial success. There was also no significant difference between risk-taking behaviour and entrepreneurial success. The findings showed that a significant difference existed between internal locus of control and entrepreneurial success. The study also showed that there was no significant difference in entrepreneurial success based on gender differences and disclosed that personality skills were needed for successful and innovative entrepreneurship venture. On the basis of the findings, the researchers concluded entrepreneurs must take cognizance of their personality because it goes a long way to determine the success or failure of their business enterprise. The study recommended among others that, entrepreneurs should maintain positive attitude when dealing with customers in order to grow their venture.

Olakitan and Akanbi's study and the current study the same research design and used a questionnaire for data collection. However, they differ in the scope of study. More so, Olakitan and Akanbi's study did not consider human relations skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. In addition, the study of Olakitan and Akanbi's worked with six hypotheses while the current study was

guided with five research questions and ten hypotheses. While the study under reviewed was conducted in Oyo State, the current study was carried out in Oyo, Lagos and Ogun States respectively.

Ezenwafor and Okoli (2014) determined the personality characteristics that are important for entrepreneurs to become successful as a guide to practicing and prospective entrepreneurs. One research question and three null hypotheses guided the study. The descriptive survey research design was adopted and the study area was Anambra and Enugu states of Nigeria. Population of the study comprised 149 managers of viable SMEs in the area comprising males and females of different educational attainments and working experience. A structured and validated questionnaire was used for data collection. Cronbach alpha statistics was used to establish a reliability coefficient of 0.87 for the instrument. Mean and standard deviation were used to answer the research questions while t-test and ANOVA were used to test the hypotheses at 0.05 level of significance.

Results show that personality characteristics such as optimism, originality, visionary, discipline, endurance, initiative, self-confidence, motivation, courageous, flexibility, willingness to learn and creativity is highly important for successful entrepreneurship. Gender, educational attainment and experience have significant influence on the opinions of the respondents. The researchers concluded that all entrepreneurs highly need important personal characteristics to become

successful. The study recommended among others, that government should create awareness of the important personal characteristics among entrepreneurs and that tertiary institutions should highlight them in their entrepreneurship education curricula.

The study of Ezenwafor and Okoli (2014) and the current study adopted the same statistical tools for data analysis and employed the same research design. However, they differ in the area and scope of study. More so, Ezenwafor and Okoli's study did not consider human relations skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. In addition, the study of Ezenwafor and Okoli (2014) worked with one research question and three hypotheses while the current study was guided with five research questions and ten hypotheses.

Uzezi (2014) investigated the traits of potential entrepreneurs among technical college students. One research question and one hypothesis were raised for the study. Descriptive survey design was adopted for the study. The population comprised 648 respondents which consisted of 92 entrepreneurs, 240 technical college teachers and 316 final year students in four selected technical colleges in Edo and Delta States. A sample population of 482 students was selected for the study using proportionate sampling technique. A structured and validated questionnaire was used for data collection. Reliability coefficient of 0.78 was

established using Cronbach alpha statistics. Mean and standard deviation were used to answer the research question while Analysis of Variance (ANOVA) at 0.05 significance level was used to test the null hypothesis.

Findings of study disclosed innovation, taking reasonable risks, setting appropriate goals, getting along with others, accepting responsibilities and adapting to changes and many others as desirable traits of potential entrepreneurs. The study revealed that working extra hour always is not a desirable trait of potential entrepreneurs. The study concluded that the entrepreneurs should evaluate themselves on entrepreneurial traits in order to cover for their shortcomings in their entrepreneurial endeavours. The researchers recommended among others that, potential entrepreneurs should be discouraged to work extra hours all the time because it may lead to unwanted stressors.

The study of Uzezi (2014) is related to the current study in the sense that both sought to analyze personality skills for entrepreneurial success. Both also used descriptive survey design and questionnaire for data collection. However, the study of Uzezi (2014) and the current study adopted different area of study. Furthermore, Uzezi's study did not consider human relations skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. More so, while the study of Uzezi (2014) worked with

entrepreneurs, technical college teachers and final year students in technical colleges, the present study worked only with SMEs managers.

Kozubíková, Belás, Bilan and Bartoš (2015) examined the relationship between personality characteristics and approach to the perception and management of business risks. Seven hypotheses were raised for the study. Descriptive survey design was employed for the study. A total of 449 owners of small and medium-sized companies made up of 180 from Zlin region (Czech Republic), 164 from Žilina region (Slovakia) and 105 from the Trenčin region (Slovakia) were studied without sampling. A structured questionnaire was used for data collection. Pearson Product Moment Coefficient was used to test the null hypotheses at 0.05 level of significance.

Results of study showed that there are significant differences in the attitudes of entrepreneurs in approaching credit risk. Additionally, the study showed a high degree of confidence of among entrepreneurs when evaluating their ability to manage financial risks in the company and the high intensity of entrepreneurial optimism is required among entrepreneurs regardless of their gender and experience. The study concluded that the knowledge of lending criteria, which represents an important element in the management of SME credit risk, is likely to depend on personal characteristics of entrepreneurs. The researchers recommended among others that, entrepreneurs need to develop courage, self-reliance,

responsibility, determination, perseverance, proactive approach and creativity on any business operations.

The study of Kozubíková, Belás, Bilan and Bartoš (2015) is related to the current study in the sense that both sought to analyze personality skills for entrepreneurial success. Both also use descriptive survey design. However, the study of Kozubíková, Belás, Bilan and Bartoš (2015) and the current study adopted different statistical tools for data analysis. Furthermore, Kozubíková, Belás, Bilan and Bartoš's study did not consider human relations skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. More so, the study of Kozubíková, Belás, Bilan and Bartoš (2015) and current study adopted different scope and area of study.

Bolarinwa and Okolocha (2016) investigated the personality skills needed by farm youths in agricultural production in the rural parts of Oyo and Oke-ogun area of Oyo state, Nigeria. Six research questions and one hypothesis were formulated for the study. A descriptive survey research design was employed for the study. The population for the study consists of 700 youth farmers between the age bracket of 18 to 40 years. A sample size of 300 youth farmers was selected for the study using stratified random sampling technique. A structured and validated questionnaire was used for data collection. Reliability coefficient of 0.78 was established using test re-test method. Mean and standard deviation were used to

answer the research questions while t-test at 0.05 significance level was used to test the null hypothesis.

The study revealed that optimistic thinking, vision, initiative and desire for control were personality skills needed for successful entrepreneurship. The study further revealed that drive for persistence, risk tolerance and resilience were excellent personality skills needed for entrepreneurship success. The study concluded that farm youths must continue to strive for excellence in their farm operations by possessing the right skills that would enable them to start and grow their ventures successfully. The researchers recommended among others that the Ministries of Agriculture, Rural Development, Youth Empowerment and Education, Agricultural Development Programme (ADP), Agricultural Corporation, Non-Governmental Organizations (NGOs), Higher Educational Institutions, National Research Institutes, Multilateral Organizations, Industrialist and should from time to time organize seminar and workshop that focus on entrepreneurial activities and development geared towards equipping young entrepreneurs with the right skill sets.

The study of Bolarinwa and Okolocha (2016) is related to the current study in the sense that both sought to analyze personality skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. However, they differ in the area and scope of study. More so, Bolarinwa

and Okolocha's study did not consider human relations skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. In addition, the study of Bolarinwa and Okolocha (2016) focus on skills needed by youth farmers while the current study focused on business education graduates.

Beek (2017) carried out a study on the influence of personality on entrepreneurial performance. The study investigated the effects of the big five personality factors and entrepreneurial learning on the subjective performance of start-up entrepreneurs. Eleven hypotheses were raised for the study. Descriptive survey research was adopted for the study. The total amount of participants which has been surveyed consisted of 209 entrepreneurs that entered the Venture Lab program hosted by the University of Twente, Netherlands. A personality survey questions containing the big five personality traits was used for data collection. Ordinary least-squares (OLS) regression was used for data analysis.

The study revealed a significant significance between entrepreneurs that score high on extraversion are more successful than entrepreneurs that score low on extraversion. The study revealed that no statistical significance between entrepreneurs that score high on openness to experience are more successful than entrepreneurs that score low on openness to experience, entrepreneurs that score high on emotional stability are more successful than entrepreneurs that score low on

emotional stability, entrepreneurs that score high on conscientiousness are more successful than entrepreneurs that score low on conscientiousness and entrepreneurs that score low on agreeableness are more successful than entrepreneurs that score high on agreeableness, entrepreneurs that follow more entrepreneurial courses are more successful than entrepreneurs that follow less entrepreneurial courses. The study revealed that the moderator variable has no statistically significant influence on the relationship between entrepreneurial learning between extraversion and entrepreneurial success, openness to experience and entrepreneurial success, emotional stability and entrepreneurial success, conscientiousness and entrepreneurial success and agreeableness and entrepreneurial success. The study concluded that to be successful, subjectively, an entrepreneur needs to believe in his/her own capabilities. The researchers recommended among others that, entrepreneurs should adopt features of several personalities at once and as one person to be able to adapt quickly to the fast-changing environments in which the business world operates

The study of Beek (2017) is related to the current study in the sense that both sought to analyze personality skills for entrepreneurial success. Both also use descriptive survey design. While the study of Beek's used a personality survey questions for data collection, the present study used a structured and validated questionnaire. Additionally, Beek's study and the current study adopted different

statistical tools for data analysis. Furthermore, Beek's study did not consider human relations skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. More so, the study under review focused on entrepreneurs in Venture Lab program hosted by the University of Twente, Netherlands whereas the current study worked with SMEs managers operating in South West, Nigeria

Communication Skills Needed for Entrepreneurship Success

Okoro (2013) investigated employers' assessment of effective communication competencies possessed by university business education graduates for successful running of businesses in South South Nigeria. One research question and three hypotheses guided the study. The study adopted descriptive survey design. The population comprised 318 employers of business education graduates in Rivers State and Delta State. The population also served as sample since it was manageable. The instrument for data collection was a 20 item questionnaire whose face and content were adequately validated by experts. The instrument internal consistency was determined using cronbach alpha, which has reliability of 0.93. The research question data were analyzed using mean and standard deviation. Z-test was used to test the hypotheses at 0.05 level of significance.

The finding of the study revealed among others that business education graduates are competent in ability to speak clearly with empathy, ability to display good listening skills, ability to interpret message correctly and ability to relate information appropriately to concerned parties. However, they are not competent in ability to formulate points of view and ability to meet the functional needs of the media. The researcher concluded that business education graduates require relevant communication competencies to enable them succeed in their entrepreneurial ambitions. It was recommended among others that university business education graduates should constantly undergo training and retaining on communication courses to be more competent in all communication skills and more business communication courses should be built in business education curriculum to enable the students acquire more communication competencies.

The study of Okoro (2013) is related to the current study in that both dwell on communication skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. However, Okoro's study used only z-test for testing hypotheses while the current study used both t-test and ANOVA for hypotheses testing. In addition, Okoro's study was carried out in South South, Nigeria while the current study was in South West, Nigeria. More so, Okoro's study did not consider personality skills, human relations skills,

management skills and business skills for entrepreneurial success which the present study covered.

Amesi (2014) investigated entrepreneurship business and communication ability of female entrepreneurs in Rivers State. Two research questions were posed to guide the study while one hypothesis was formulated and tested at 0.05 level of significance. The design of the study was a survey research design. A total of 245 female entrepreneurs were studied as sample, out of population of 750 female entrepreneurs in Rivers State. A four point Likert scale questionnaire was used for data collection. Twenty (20) female entrepreneurs other than those used for the study validated the instrument and a reliability test using test-retest method yielded a correlation of 0.87. Mean rating and standard deviation was used to analyze the research questions and t-test for large group mean was used to test the hypothesis.

Findings revealed that the respondents considered communication ability important in business success. Also, the respondents considered communication ability important as it is part of what makes them succeed in entrepreneurship business. The study concluded that female entrepreneurs in Rivers State require communication ability for them to succeed in their entrepreneurship business. Recommendations made amongst others were that Non-Governmental organizations (NGOs) should organize sensitization workshops and seminars in all local government areas within the State to create adequate awareness about

communication ability and its' important to entrepreneurs and female entrepreneurs should educate non female entrepreneurs on the important of communication ability in relation to entrepreneurship business growth and success.

Amesi's study is related to the current study in that both dwell on communication skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. However, their study focus on female entrepreneurs while the present study focused on business education graduates. In addition, they differ in the area and scope of study. More so, Amesi study did not consider personality skills, human relations skills, management skills and business skills for entrepreneurial success which the present study covered.

Adebakin, Ajadi and Subair (2015) conducted a study on the required and possessed communication skills of university graduate for entrepreneurship: Perceptions of the Nigerian employers. Two research questions and one hypothesis guided the study. A survey research design was adopted for the study. The population for the study consists of 300 university graduate employers from different sectors of the economy in Lagos. A sample size of 75 respondents was selected for the study using stratified random sampling technique to those in the manufacturing, banking and finance, education and telecommunication industries. A structured and validated questionnaire was used for data collection. Reliability coefficient of 0.71 was established using Cronbach alpha. Mean, standard and

percentage were employed to answer the research questions while t-test was used to test the null hypothesis.

The findings of the study revealed that; employers of university graduates required official communication skills, English proficiency and literacy skills for entrepreneurship venture. The researchers concluded that Nigerian universities need to equip and internalize in young people critical thinking skills, creativity, information processing, decision-making, conflict management, resolution skills, and team-work as well as leadership competences in the process of communicating with members of the business world. The study recommended a re-definition of university curricular, mode of instruction and development of more of the affective and psychomotor skills than the cognitive aspect of learners to improve the entrepreneurial prospects of Nigerian university graduates in the Nigerian labour market.

The study of Adebakin, Ajadi and Subair (2015) is related to the current study in that both dwell on communication skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. However, their study focused on university graduates while the present study focused on business education graduates. In addition, they differ in the area and scope of study. More so, Adebakin, Ajadi and Subair's study did not consider personality

skills, human relations skills, management skills and business skills for entrepreneurial success which the present study covered.

Bolaji (2017) assessed the communication skills needed by polytechnics business graduates for successful job performance in small scale business enterprises in Bauchi State, Nigeria. Four research question and one hypothesis guided the study. The study adopted descriptive survey design. The population comprised 45 polytechnic business graduates in Bauchi State, which was studied without sampling. The structured and validated 40 item questionnaire was used for data collection. The instrument internal consistency was determined using Cronbach alpha, which has reliability of 0.74. The research question data were analyzed using mean and standard deviation while t-test and ANOVA were used to test the hypotheses at 0.05 level of significance.

The finding of the study revealed that listening, speaking, reading and writing skills were needed by polytechnic business graduates for successful job performance in small scale business enterprises. The study further disclosed that male and female business graduates did not differ in their mean ratings on the listening, speaking, reading and writing skills were needed by business graduates for successful job performance in small scale business enterprises. The researcher concluded that polytechnic business graduates need all the listening, speaking, reading and writing skills for effective and efficient running of small scale business

enterprises. The study recommended that, more emphasis in the teaching of business communication in schools to enable graduates effectively and efficiently manage small scale business enterprises.

The study of Bolaji (2017) is related to the current study in that both dwell on communication skills for entrepreneurial success. Both also use descriptive survey design and adopted same statistical tools for data analysis. However, Bolaji's study worked with polytechnic business graduates while the current study focused on SMEs managers. In addition, Bolaji's study was carried out in Bauchi State while the current study was in the South West, Nigeria. More so, Bolaji's study did not consider personality skills, human relations skills, management skills and business skills for entrepreneurial success which the present study covered.

Human Relations Skills Needed for Entrepreneurship Success

Onoyovwi (2009) identified the office work skills required of NCE office education graduates in the modern office as perceived by the employers in Delta State. Descriptive survey design was employed for the study. Five research questions and five hypotheses were raised for the study. The population of the study consisted of 240 respondents made up of 143 and 97 employers of NCE business education graduates from the public and private sectors. A structured and validated questionnaire was used as an instrument for data collection. Cronbach alpha statistic was used to determine the reliability of the instrument which yielded

an overall reliability coefficient of 0.78. The research question data were analyzed using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance

Among other office skills, the study revealed that the ability to be trusted by people, handle criticism/disagreement with maturity, have good public relation with the boss, superiors, juniors and public relation with the public as some of the human relation skills required by NCE office education graduates in the modern office. The study disclosed that the ability to obeying authorities and accept responsibilities are the most human relation skills required by NCE office education graduates. The null hypothesis of no significant difference in the mean responses of respondents on the human relation office work skills required of NCE office education graduates in the modern office was accepted. The researcher concluded that employees will lose their job if their employers or business executives find them lacking the attitude of honesty, reliability, punctual, pleasant, responsibility and free from all vices brought about by technological changes. Based on the findings, it was recommended that the curriculum of the office education programme be reviewed to accommodate these identified skills.

The study of Onoyovwi (2009) is related to the current study in that both dwell on human relations skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. In addition, both

studies adopted the same statistical tools in answering the research questions. However, Onoyovwi's study did not consider personality skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. While the study of Onoyovwi worked with employers of business education graduates in Delta State, the present study focused on SMEs managers in South West, Nigeria.

Banabo, Ndiomu and Koroye (2011) determined the human resource management skills required of tertiary institution administration in Niger Delta states of Nigeria. Four research questions and four null hypotheses were raised for the study. The study adopted a survey research design. The population for the study consisted of 20 senior lecturers, 34 lecturers below senior cadre and 184 non teaching staff from the 20 tertiary institutions in the four states of South, South zone. The entire population of 238 was studied without sampling. A structured and validated 55 item questionnaire was used for data collection. The instrument internal consistency was determined using Cronbach alpha, which has reliability of 0.89. The research question data were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance.

. The study found out that staffing skills, training and development skills, motivation skills and employee maintenance skills were required of technical college administrators for human resource management. The result of the four null

hypotheses tested showed that respondents did not differ significantly in their mean ratings on the staffing skills, training and development skills, motivation skills and employee maintenance skills were required of technical college administrators for human resource management. The study concluded that, the achievement of the production of highly skilled graduates is linked to proper management of human resources. The study recommended among others that, managers of organization, including educational institutions, must show a high level of commitment that guarantee care for employees well-being to increase their commitment to the organizational ideas and goals.

The study of Banabo, Ndiomu and Koroye (2011) is related to the current study in that both dwell on human relations skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. In addition, both studies adopted the same method of data analysis. However, Banabo, Ndiomu and Koroye's study did not consider personality skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. While the study of Banabo, Ndiomu and Koroye (2011) worked with lecturers and non-teaching staff in tertiary institutions, the present study focused only on SMEs managers. The study under reviewed was conducted in four states of South South, Nigeria whereas the current study was carried out in three states of South West, Nigeria.

Imeokparia and Edigbonya (2012) investigated human relations skills possessed by business education graduates for entrepreneurship. Four research questions and three hypotheses guided the study. A survey research design was adopted for the study. The population for the study consists of 130 business education graduates that are from the different higher institutions currently in M.Ed programme in the University of Benin, Edo State. A sample size of 60 was selected using simple sampling technique. A structured and validated questionnaire was used for data collection. Reliability coefficient of 0.79 was established using test re-test method. Mean and standard deviation were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the null hypotheses.

The findings of the study revealed that business education graduates possess enough human relations skills in accounting and secretarial offices. The researchers concluded that the current level of human relations skills possessed by business education graduates are just okay for them to secure employment in the world of work. It was recommended among others that business education students and graduates should seek relevant professional trainings from recognized and registered professional bodies both within and outside the country like Nigerian Institute of Management (NIM), Institute of Chartered Secretaries and Administrators (ICSA), Institute of Chartered Accountants of Nigeria (ICAN) and

Institute of Personnel Management (IPM) in order to possess advanced human relations skills needed by 21st century employer of labour.

The study of Imeokparia and Ediagbonya (2012) is related to the current study in that both dwell on human relations skills. Both studies used a questionnaire and adopted same research population. However, they differ in the area and scope of study. More so, Imeokparia and Ediagbonya's study did not consider personality skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered.

Sembiring (2016) evaluated the impact of human resources' knowledge and skills on SMEs' in Medan City, Indonesia. The study aimed at exploring the influence of knowledge and skills of human resource on the performance of culinary Small and Medium Enterprises (SMEs) in Medan City, Indonesia. Three hypotheses guided the study. A mixed research design was adopted for the study. The population comprised 1200 managers of culinary business units in Medan City. A sample population of 120 culinary SMEs manager located in Medan City was selected for the study using proportionate sampling technique. Interviews and a questionnaire were used for data collection. Multiple regression, t-test and ANOVA were used for data analysis.

Results showed that knowledge and skills of human resources have significant and simultaneous effect on the performance of SMEs managers. It was

also found that the knowledge and skills of human resources have a partial significant influence on the performance of SMEs managers based on their gender and experience. The study also discovered that human resources skill factor has more dominant influence on the performance of SMEs managers if it is compared with the knowledge factor. The researcher concluded that, in order to develop SMEs, it is pivotal for SMEs owners to attention to and improve their human resource skills. The study recommended among others that, government should prepare entrepreneurship program for SMEs managers in order to upgrade their human resource skills and knowledge to increase the performance of their enterprises.

The study of Sembiring (2016) is related to the current study in that both dwell on human relations skills for entrepreneurial success. Both studies focused on SMEs managers. However, the study of Sembiring (2016) was carried in Indonesia while the present study was conducted in South West, Nigeria. Additionally, Sembiring's study did not consider personality skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. More so, Sembiring's study and the present study adopted different method of data analysis and research design.

Ezenwafor and Olaniyi (2017) conducted a study on SME's managers rating of skills needed by business education graduates for entrepreneurial development

in South-West, Nigeria. Three research questions guided the study and three hypotheses were tested. The design of the study was descriptive survey. The population was 540 out of which 230 was sampled using proportionate stratified random sampling technique. A 30 item structured 5-point rating scale questionnaire which was validated by experts in the field was used to collect data. Test re-test method was used to determine the reliability of the instrument which yielded an overall reliability coefficient of 0.75. Mean and standard deviation were used to answer the research questions and determine the cohesiveness or otherwise of respondents' ratings, while z-test was used to test the hypotheses at 0.05 level of significance.

Findings revealed that the respondents rated human relation skills, innovative skills and problem-solving skills as highly needed by business education graduates for entrepreneurial development in the area. It was concluded that business education graduates and practicing entrepreneurs need highly need human relations, innovative and problem-solving skills to succeed in self-employment and contribute to entrepreneurial development in South-west, Nigeria. Based on these findings, it was recommended among others that regulatory agencies for business education programme should review the curriculum to integrate and adequately emphasize the skills rated as highly needed while the implementers should adopt suitable approaches to help all the graduates acquire

them in order to become successful entrepreneurs who contribute to entrepreneurial development of the area.

The study of Ezenwafor and Olaniyi (2017) is related to the current study in that both dwell on human relations skills for entrepreneurial success. Both also use descriptive survey design and questionnaire for data collection. In addition, both studies adopted same population and area of study. However, Ezenwafor and Olaniyi's study did not consider personality skills, communication skills, management skills and business skills for entrepreneurial success which the present study covered. Ezenwafor and Olaniyi's scope of study differed from the present study.

Management Skills Needed for Entrepreneurship Success

Yahya, Fatt, Othman, Rahman and Moen (2011) investigated management skills and entrepreneurial success of small and medium enterprises (SMEs) in the services sector. Two research questions and two null hypotheses were formulated for the study. The design of the study was descriptive survey. A random sampling method was adopted to select a sample size of 500 entrepreneurs of SMEs in the services sector in Malaysia. A structured and validated questionnaire was used for data collection. Reliability coefficient of 0.87 was established using Cronbach alpha. Mean and standard deviation were used to answer the research questions

while t-test and stepwise regression procedures were employed to test the null hypotheses at 0.05 level of significance.

Findings of the study revealed that careful budgeting skills, management expertise skills, skills to focus on quality and design of the product or service and skills to arrange organizational structure to be more horizontal were needed for entrepreneurship success. The study also disclosed that planning skills, skills to ensure that financial records are maintained, clear goals and objectives setting skills, skills to detect changes in the market, skills to act quickly (responsiveness), skills to obtain market share that suits the size and capability, skills to secure capital, skills to prepare master plan, good cost control skills, skills to efficiently control and plan changes in the number of employee among others were needed for entrepreneurial success. The study concluded that for SMEs and their entrepreneurs that operate in the services sector in Malaysia, high entrepreneurial success was associated with high operating skills, skills to obtain market share that suits the size and capability, and skills to offer more special service are important. The study recommended among others that entrepreneurs should learn how to have a solid organizational structure, delegate responsibility and nurture management capabilities are also management skills that determine business success.

The study of Yahya, Fatt, Othman, Rahman and Moen (2011) is related to the current study in that both analyze management skills for entrepreneurial

success. Both also use descriptive survey design and questionnaire for data collection. In addition, both studies differ in their scope and area of study. However, the study of Yahya, Fatt, Othman, Rahman and Moen (2011) did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered

Ezeani, Ifeonyemetalu and Ezemoyih (2012) examined the 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 and three hypotheses directed the study. The study employed a survey research design and 300 SMEs managers registered with the chamber of commerce and industry in Enugu constituted the research population. A modified 4–point Likert rating scale made up of 29 structure questionnaire items was used in generating data for the study, while the instrument had a reliability coefficient of 0.70 using test re-test method. Research question were answered using mean and standard deviation while ANOVA was used to test the hypotheses at 0.05 level of significance.

The finding revealed that business related graduates required core managerial skills 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. The study concluded that business related graduates require management to enable them successfully establish, manage and run a business enterprise of their own after graduation. 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 of Ezeani, Ifeonyemetalu and Ezemoyih (2012) is related to the current study in that both analyze management skills for entrepreneurial success. Both also used descriptive survey design and SMEs managers as research population. However, Ezeani, Ifeonyemetalu and Ezemoyih (2012) did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered. The study under reviewed was carried out in Enugu State whereas the current study was conducted in South South, Nigeria. Ezeani, Ifeonyemetalu and Ezemoyih's study

was guided by three research questions and three hypotheses but the current study was guided by five research questions and ten hypotheses.

Agbim (2013) conducted a study on the relative contribution of management skills to entrepreneurial success: A Survey of Small and Medium Enterprises (SMEs) in the trade sector. Five research questions and five null hypotheses were formulated for the study. The design of the study was descriptive survey. Using the Yaro-Yamen sample size determination method, 366 study samples were taken from the 4,375 SMEs entrepreneurs in Modern market, North bank market, Wurukum market, High level market and Wadata market all in Makurdi town. A structured and validated questionnaire was used for data collection. Reliability coefficient of 0.85 was established using Cronbach alpha. Simple percentages were used to answer the research questions while regression analysis was used to test the null hypotheses at 0.05 level of significance.

Findings of the study revealed that planning and budgeting skills provides attractive range of products made 39% relative contribution to entrepreneurial success; skills to act quickly on detecting changes in the environment made a 26% relative contribution to entrepreneurial success; 23% relative contribution to entrepreneurial success was made by skills for assessing sales problems as a way of maintaining good customer relations; skills to focus on product quality so as to capture a sizeable market share made a 30% relative contribution to entrepreneurial

success; and a 21% relative contribution to entrepreneurial success was made by management expertise skills to attract and keep competent employee. The study concluded that trade entrepreneurs should be sensitized to concentrate on learning and developing the identified management skills that contribute to successful entrepreneurship endeavours. The study therefore recommends that entrepreneurs should acquire management skills either through training or short courses.

The study of Agbim (2013) is related to the current study in that both dwell on management skills for entrepreneurship success. Both also use descriptive survey design and questionnaire for data collection. However, both studies differ in method of data analysis and area of study. In addition, the study of Agbim (2013) did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered. Agbim's study scope of study and population differs from the present study.

Syamsuriana and Mohd (2014) carried out a study on managerial competencies and small business growth in Kelantan and Terengganu, Malaysia: Empirical evidence from microfinance participants. Three research questions and three hypotheses guided the study. The design adopted for the study was descriptive survey. The sample population comprised 238 full-time SMEs managers which were purposively selected for the study. A structured and validated questionnaire was used for data collection. The internal consistency of

the instrument was determined using Cronbach alpha with a reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions while chi square was used to test the hypotheses at 0.05 level of significance.

Outcome of the study revealed that all the managerial competency dimensions— technical, generic and conceptual skills – had positive and significant impacts on small business growth. The study further revealed a non-significant difference between SMEs managers on management skills required for small business growth based on their gender and experience. The researchers concluded that the possession of managerial skills among entrepreneurs play a crucial role in small business growth. The study recommended among other that, entrepreneurs should acquire the relevant managerial skills before embarking on any business operation.

The study of Syamsuriana and Mohd (2014) is related to the current study in that both analyze management skills for entrepreneurial success. Both also used descriptive survey design and SMEs managers as research population. However, Syamsuriana and Mohd' study did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered. The study under reviewed was carried out in Malaysia whereas the current study was conducted in South South, Nigeria. More so,

Syamsuriana and Mohd's study used only chi-square for hypotheses testing while the current study used t-test and ANOVA hypotheses testing

Dajur, Bakle and Tuamyil (2015) examined the entrepreneurial skills required by small scale business operators for successful management and operation of small scale business enterprise in Nigeria. Three research questions guided the study. The study was carried in Pankshin Local Government of Plateau State using a descriptive survey research design. Seventy-seven (77) owners of small scale businesses made up of 20 cyber café owners, 10 owners of restaurants, 15 provision stores owners, 8 petroleum filling station managers, 10 pharmaceutical store owners and 14 hawkers were purposively selected for the study. A 4-point structure and validated questionnaire was used in generating data for the study. The internal consistency of the instrument was determined using Cronbach alpha with a reliability coefficient of 0.87. Data collected were analyzed using statistical mean and standard deviation.

The findings revealed that small scale business operators required management skills such as the ability to plan effectively for goal attainment, organize resources (human, material) for goal attainment, implement plans for goal attainment, evaluate all business operations and make appropriate use of feedback, supervise work and employee effectively and the ability to carry out inventory control and turnover. The researchers concluded that management skills are

required by small scale business operators because no business can survive without proper managerial acumen and recommended among others that there should be periodic organization of workshops and seminar by government for owners of small scale business enterprises and proper provision and funding of skills acquisition centre for effective training of entrepreneurs

The study of Dajur, Bakle and Tuamyil (2015) is related to the current study in that both dwell on management skills for entrepreneurship success. Both also use descriptive survey design and questionnaire for data collection. In addition, both studies used mean and standard deviation in answering research questions. However, the study of Dajur, Bakle and Tuamyil did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered. Dajur, Bakle and Tuamyil's study scope of study and area of study differed from the present study.

Okoro (2015) assessed the management competencies possessed by the university postgraduate business education students to handle entrepreneurship business challenges in Nigeria. One research question and five hypotheses guided the study. Descriptive survey design was adopted for the study. The population, also used as the sample, consisted of 388 business education graduates who are currently running their postgraduate programme in universities in the South-South and South-East geopolitical zones in Nigeria. A structured and validated

questionnaire was used for data collection. The internal consistency of the instrument was determined using Cronbach alpha with a reliability coefficient of 0.93. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

The result revealed that business education graduates are competent in ability to plan for small or medium scale business, ability to organize small scale business, ability to source funds for the running of a small scale business among others. The study discovered no significant difference in the mean ratings of male and female university business education graduates on possessed management competencies. A non significant difference between South East and South South universities business education graduates in the mean rating of their possessed competencies in management was also discovered. The study concluded that university postgraduate business education used for the study has the required management competencies to handle entrepreneurship challenges in Nigeria. It was recommended that business education graduates should undergo conferences and workshops on how to management small scale businesses

The study of Okoro (2015) is related to the current study in that both analyze management skills for entrepreneurial success. Both also used descriptive survey design and the same statistical tools for answering research questions. Comparatively, Okoro's used z-test for hypotheses testing while the current study

used t-test and ANOVA. In addition, Okoro (2015) did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered. The study under reviewed worked with university postgraduate business education in South South and East region of Nigeria whereas the current study focused on SMEs managers in South South, Nigeria.

Akpotohwo, Watchman and Ogeibiri (2016) determined the entrepreneurial skills needed by business education students for self-sustainability in Bayelsa State. Four research questions guided the study. The design adopted for the study was descriptive survey. The population for the study comprised of four hundred and fifty (450) students in the Department of Vocational and Technology Education studying business education. The total sample size of one hundred (180) business education students in Niger Delta University, Bayelsa State was simple randomly selected for the study. A structured and validated questionnaire was used for data collection. The internal consistency of the instrument was determined using Cronbach alpha with a reliability coefficient of 0.87. Mean and standard deviation were used to answer the research questions.

The study revealed that managerial skills such as the ability to adopt basic steps in setting up business, plan and coordinate business resources, take decisions as at when due, set up appropriate business plans, determine risks and risk

management and ability to appraise employees' performance are required by business education students for self-sustainability. Based on the findings of this study, the researchers concluded that entrepreneurial skills are required for effective business operation. The study recommended among others that business education students should endeavour to acquaint themselves with all the relevant skills necessary to create, and maintain customers' needs.

The study of Akpotohwo, Watchman and Ogeibiri (2016) is related to the current study in that both analyze management skills for entrepreneurial success. Both also used descriptive survey design and the same statistical tools for answering research questions. However, Akpotohwo, Watchman and Ogeibiri (2016) did not consider personality skills, communication skills, human relations skills and business skills for entrepreneurial success which the present study covered. The study under reviewed worked with business education students in Bayelsa State whereas the current study focused on SMEs managers in South South, Nigeria. More so, Akpotohwo, Watchman and Ogeibiri's study and the current study adopted different purpose of study

Business Skills Needed for Entrepreneurship Success

Akande (2011) investigated the effect of accounting skills on entrepreneur performance for the success of small businesses in Ogun State, Nigeria. The study focused on the effect of business financial skills on small business. Four research

questions and one hypothesis were formulated to guide the study. Descriptive survey design was adopted for the study. A simple random sampling technique was used to select a total of 140 small business owners that constituted the sample population. A structured questionnaire was used for data collection. The internal consistency of the instrument was determined using test re-test method which yielded reliability co-efficient of 0.71. Simple frequency was used to answer the research questions and chi-square was used to test the hypotheses at 0.05 level of significance.

Findings revealed that most entrepreneurs of small businesses needed the ability to prepare cash flow statement; determines optimal financing strategy and take major financial decisions that affect their business enterprise performance. A non-significant difference between SMEs managers on business financial management skills needed for small businesses success was also discovered. The researchers concluded for small business development, SMEs owners and entrepreneur need to acquire basic business financial management skills. It was recommended among others that, government should make it mandatory for small business owners to prepare financial statement for performance monitoring so as to be able to assess their performance regardless of tax assessment motive.

The study of Akande (2011) is related to the current study in that both analyze business skills needed for entrepreneurship success. Both studies adopted

same research design and research population. However, both studies adopted different method of data analysis. In addition, the study of Akande's study did not consider personality skills, communication skills, human relations skills and management skills for entrepreneurial success which the present study covered. In addition, the study under reviewed worked with SMEs managers in Ogun State, Nigeria but the current study was on SMEs managers in South West, Nigeria.

Etonyeaku, Kanu, Ezeji and Chukwuma (2014) determined the entrepreneurial skill needs required by secretarial education graduates of college of education for self-sustainability in Enugu State. Four research questions and two null hypotheses guided the study. The study adopted a descriptive research design that made use of The entire population for the study was 238 respondents, made up of 54 business education lecturers and 184 second year students offering secretarial education programme for 2012/13 academic session in Enugu State was studied without sampling. A 40 item structured and validated questionnaire for data collection. Cronbach Alpha method was used to determine the reliability of the instrument, which yielded a reliability coefficient of 0.75. Data collected was analyzed using mean and standard deviation for research questions and t-test statistic for the hypotheses.

The findings revealed that the 40 entrepreneurial business oriented skills were required by the secretarial education graduates for self-sustainability. The

study concluded that entrepreneurial business skills would enable graduates to handle all types of documents for their customers and thereby meet their customers' satisfaction successfully. It therefore was recommended among others that secretarial education graduates should be encouraged to acquaint themselves with all the relevant entrepreneurial business skills that will enable them to be self-sustained in the society.

The study of Etonyeaku, Kanu, Ezeji and Chukwuma (2014) is related to the current study in that both analyze business skills. Both studies adopted same research design and statistical tools for answering research questions. However, the Etonyeaku, Kanu, Ezeji and Chukwuma's study anchored on self-sustainability while the present study was on entrepreneurial success. In addition, the study of Etonyeaku, Kanu, Ezeji and Chukwuma's study did not consider personality skills, communication skills, human relations skills and management skills for entrepreneurial success which the present study covered. In addition, the study under reviewed worked with graduating secretarial education students in Enugu State whereas the current study was on SMEs managers in South West, Nigeria.

Okeme, Alawa and Akwagiobe (2014) carried out a study to identify business skills required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State, Nigeria. Five research questions guided the study and five hypotheses were tested at 0.05

level of significance. The study adopted the descriptive survey design using a sample of 75 purposively drawn from a population of 275 registered cocoa farmers in the study area. The instrument used for data collection was a questionnaire which was face validated by three experts and with a Cronbach alpha reliability coefficient of 0.89. Mean and standard deviation were used to answer the research questions while Independent t-test analysis was utilized to test the hypotheses at 0.05 level of significance.

Findings revealed that all the identified business skill items in the area of planning, management, production farm level processing and marketing were required by secondary school graduates for economic success in cocoa production. The study further found no significant difference among cocoa farmers on the business skills required by secondary school graduates for economic success based on their gender and experience. The study concluded that, there is need for secondary school graduates to be properly educated and trained with business skills essential in cocoa production so that they could find themselves employed or employed by their bigger cocoa production enterprises for them to be able to make a living. The study recommended among others that teachers of agriculture integrate the business skills during the process of instruction in schools to enable them to develop commercial interest in cocoa production enterprise.

The study of Okeme, Alawa and Akwagiobe (2014) is related to the current study in that both analyze business skills. Both also use descriptive survey design and questionnaire for data collection. However, the study of Okeme, Alawa and Akwagiobe (2014) was anchored on cocoa production economic success while the present study was on entrepreneurial success. In addition, the study of Okeme, Alawa and Akwagiobe (2014) did not consider personality skills, communication skills, human relations skills and management skills for entrepreneurial success which the present study will cover. More so, Okeme, Alawa and Akwagiobe (2014) dwelt on secondary school graduates but the current study was on business education graduates.

Okoli and Binuomote (2015) examined the business competencies required by business education students for entrepreneurial development in Nigeria. To achieve the objective, two research questions and two hypotheses were formulated to guide the study. Descriptive survey design was adopted for the study. The population comprised 6002 business education students in South-West public colleges of education. Six hundred (600) students were selected through satisfied sampling technique and were used for the study. A structured and validated questionnaire was developed by the researchers was used for data collection. The internal consistency of the instrument was determined using Cronbach Alpha correlation coefficient and it yielded a reliability index of 0.95. Mean and standard

deviation were used to answer the research questions and t-test was used to test the hypotheses at 0.05 level of significance.

The study revealed that business education students required business and marketing competencies to function well in the business environment. It was concluded that there was need to put in place the learning facilities that will help the business education students to acquire the business competencies stated in the study. It was recommended that each institution training business education students for entrepreneurial development should have well qualified training personnel who are well groomed in instilling management and marketing competencies in students.

Okoli and Binuomote's study is related to the current study in that both analyze business skills. Both studies were conducted in South West, Nigeria. However, Okoli and Binuomote's study was anchored on entrepreneurial development while the present study was on entrepreneurial success. In addition, the study of Okoli and Binuomote (2015) did not consider personality skills, communication skills, human relations skills and management skills for entrepreneurial success which the present study covered. In addition, Okoli and Binuomote's study dwelt on business education students but the current study was on SMEs managers. More so, Okoli and Binuomote's study used only t-test for hypotheses testing while the current study used both t-test and ANOVA.

Baba and Baba (2017) investigated the small scale business skills possessed by Office Technology and Management (OTM) graduating students for self-sustainability in polytechnics in North Central, Nigeria. Three research questions and two hypotheses were formulated to guide the study. Descriptive survey design was adopted for the study. The study was carried out using 316 OTM graduating students in the 10 polytechnics in North Central, Nigeria. A sample population of 153 was selected for the study using stratified sampling technique. A structured questionnaire was used for data collection. The internal consistency of the instrument was determined using Cronbach Alpha correlation coefficient which yielded a reliability co-efficient of 0.83. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses at 0.05 level of significance.

The study revealed that business education students possessed business skills to a moderate extent. A non-significant difference between male and female OTM graduates on the extent they possessed business skills for self-sustainability was also discovered. The researchers concluded graduation OTM students lack the required business skills to successfully manage business enterprises. It was recommended among others that, the curriculum of OTM in polytechnics should be reviewed to comprehensively equipped students with sufficient business skills upon graduation.

Baba and Baba's study is related to the current study in that both analyze business skills. Both studies adopted same research design and statistical tools for answering research questions. However, the study of Baba and Baba was anchored on self-sustainability while the present study was on entrepreneurial success. In addition, the study of Baba and Baba's study did not consider personality skills, communication skills, human relations skills and management skills for entrepreneurial success which the present study covered. In addition, the study under reviewed worked with OTM graduating students in North Central, Nigeria but the current study was on SMEs managers in South West, Nigeria.

Summary of Review of Related Literature

Related literature was reviewed under conceptual framework, theoretical framework, theoretical studies, and some related empirical studies. In the conceptual framework, key concepts in the study like small and medium scale enterprise managers, rating, skills and entrepreneurial success were reviewed from the views of several authors and in the context of the present study. Schumpeter's theory of innovation and opportunity-based theory were reviewed each supporting skills needed by business education graduates for entrepreneurial success. Works of authors were reviewed on theoretical studies of overview of SMEs and objectives of business education programmes in Nigeria, business education and entrepreneurship development and skills for entrepreneurial success.

Several empirical studies on personality skills for entrepreneurial success, communication skills for entrepreneurial success, human relations skills for entrepreneurial success, management skills for entrepreneurial success and business skills for entrepreneurial success were reviewed. An extensive literature review revealed various authors acknowledging the impact of skills on entrepreneurial success. The changing business environment coupled with accelerated global competition, especially among small and medium scale enterprises, calls for the acquisition of relevant skills by potential business education students in order to become successful job creators upon graduation.

Most of the research works reviewed in this study did not comprehensively investigate personality skills, communications skills, human relations skills, management skills and business skills needed by business education graduates for entrepreneurial success in South West, Nigeria covering Lagos, Ogun and Oyo States of Nigeria. This created a gap in the body of knowledge which this study filled.

CHAPTER THREE

METHOD

This chapter deals with the method adopted for the study. It discussed the 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 the descriptive survey research design. According to Nworgu (2015), survey research design involves the collection of opinions, attitudes or feelings of a population or its representative sample using questionnaire or interview to explain existing phenomenon. Descriptive survey research design is considered most appropriate for the study because a questionnaire was used to collect the opinions of SMEs' managers on skills needed by business education graduates for entrepreneurial success in South-West Nigeria.

Olaniyi (2016) used descriptive survey design successfully to carry out a study of this nature; hence descriptive survey design is considered most appropriate for the present study.

Area of the Study

The geographical area of coverage for this study is South-West Nigeria which comprises Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States with a land mass of 76,852 square kilometers. Due to the geographical spread of the region, the study was delimited to three States namely; Lagos, Ogun and Oyo States. Lagos State is bounded in the north and east by Ogun State, shares boundaries with the Republic of Benin in the west, and behind its southern borders lies the Atlantic Ocean. Lagos State is Nigeria's commercial hub with Ikeja as State capital.

Ogun State shares borders with Lagos State to the south, Oyo and Osun States to the north, Ondo State to the east and the Republic of Benin to the west. Abeokuta is the capital and largest city in Ogun State. The State is notable for having a high concentration of industrial estates and being a major manufacturing hub in Nigeria. Oyo State has Ibadan as its capital city and is bounded in the north by Kwara State, in the east by Osun State, in the south by Ogun State and in the west partly by Ogun State and partly by the Republic of Benin. The State is notable for having a high concentration of tourist attractions and educational activities. Yoruba is the

dominant language of the people of South-West, although there are different dialects.

The choice of the three States was informed by the fact that they have vast potentials for entrepreneurial development given the large number of SMEs in them. The States have several tertiary institutions offering business education programmes and the graduates can easily establish entrepreneurship ventures and succeed when they understand what skills they need more than others. In addition, there seems to be paucity of research works depicting SMEs managers' rating of skills needed by business education graduates for entrepreneurial success in South-West, particularly in Lagos, Ogun and Oyo States of Nigeria.

Population of the Study

The population of the study comprised 6,475 SMEs managers made up of 4,535 from Lagos State, 546 from Ogun State and 1,394 from Oyo State. (Source: Ministry of Trade and Commerce of Respective States, 2018). The research population is shown as Appendix A on page 164,

Sample and Sampling Techniques

A sample size of 910 (518 male and 392 female managers) SMEs managers was selected for the study using stratified random sampling technique. Respondents were grouped into strata according to their States and simple random

sampling technique was used to draw up the sample size using Taro Yamane sampling method.

$$\text{Taro Yamane formula: } n = \frac{N}{1 + N(e)^2}$$

Where n = sample size; N = Population of the study; Error estimate at 5% (0.05)

Distribution of sample size

$$\text{Lagos State} - \frac{4,535}{1 + 4,535 (0.05)^2} = 368$$

$$\text{Ogun State} - \frac{546}{1 + 546 (0.05)^2} = 231$$

$$\text{Oyo State} - \frac{1,394}{1 + 1,394 (0.05)^2} = 311$$

910

The sample distribution is shown as Appendix B on page 165.

Instrument for Data Collection

The instrument for data collection is a structured questionnaire titled “Skills for Entrepreneurial Success Questionnaire” (SESQ). The questionnaire consisted of two parts (A and B). Part A contains the demographic variables of the respondents such as gender and years of experience. Part B consists of five clusters of B1, B2 B3 B4 and B5 according to research questions and contains 13, 10, 12, 12 and 11 items respectively. Part B is structured on a five point rating scale of Very highly Needed (VHN), Highly Needed (HN), Moderately Needed (MN), Slightly Needed (SN) and Not Needed (NN). A copy of the instrument is presented as Appendix F on page 174.

Validation of the Instrument

The instrument for data collection was subjected to face validity by three experts: one from business education unit in the department of technology and vocational education, Nnamdi Azikiwe University, Awka, the second from College of Vocational and Technical Education, Tai Solarin University of Education, Ijebu-Ode, Ogun state, and third expert in measurement and evaluation from Tai Solarin College of Education, Omu-Ijebu, Ogun State. The researcher gave the topic, statement of problem, purpose of the study, the research questions and a copy of the questionnaire to the validators and requested to scrutinize the instrument in terms of content, relevance, suitability, item clarity and coverage of the dimensions of the study. Based on their comments and suggestions, some item statements of instrument were modified to fit the research purpose while the number of item statements were increased from 50 to 62. The validators' reports are attached as Appendix E on page 171.

Reliability of the Instrument

The reliability of the instrument was determined through a trial testing. Copies of the instrument were distributed to 30 SMEs managers in Ilorin, Kwara State who were not part of the research population. Data collected were analyzed using Cronbach Alpha to measure the internal consistency and coefficients of 0.81, 0.86, 0.79, 0.81 and 0.93 for sections B1 to B5 respectively were

obtained with an overall reliability co-efficient of 0.84. This is high enough for the instrument to be considered reliable as suggested by Olayiwola (2007) who stated that an instrument is reliable when its reliability co-efficient is close to one. Details of the calculation of the reliability coefficient are presented as Appendix G on page 184

Method of Data Collection

Copies of the questionnaire were administered to the respondents in their offices personally by the researcher with the help of three research assistants who were guided on what to do. During the first visit, the researcher or assistants delivered the instrument to each respondent and agreed on a date to revisit for retrieval because of their busy schedule. Before the agreed date, the researcher sent reminders through text messages to respondents who obliged her with their phone numbers while her research assistants visited respondents on several occasions for the same purpose. Thereafter, the researcher or her research assistants revisited the respondents and retrieved the completed questionnaire. This procedure facilitated a high response as 899 copies (representing 99 percent) were correctly filled and used for data analysis. The exercise lasted for two weeks because of the vastness of the areas covered.

Method of Data Analysis

Descriptive statistics of mean and standard deviation were used to answer the research questions and determine the homogeneity or otherwise of the respondents' views. The decision on the research questions was based on the cluster means relative to the real limits of numbers as shown below:

Response	Rating Scale	Real Limit of Numbers
Very highly Needed (VHN)	5	4.50 – 5.00
Highly Needed (HN)	4	3.50 – 4.49
Moderately Needed (MN)	3	2.50 – 3.49
Slightly Needed (SN)	2	1.50 – 2.49
Not Needed (NN)	1	0.50 – 1.49

Inferential statistics of t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. A hypothesis was accepted where the p-value is equal to or greater than the alpha level of 0.05 ($p > 0.05$), otherwise, the null hypothesis was rejected. The analysis was carried out using SPSS version 23.0

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected in the study. The results are set out in tables according to the research questions and hypotheses as follows:

Research Question 1

What is the SMEs managers' rating of personality skills needed by business education graduates for entrepreneurial success in South-West Nigeria?

Data relating to this research question are analyzed and presented in Table1.

Table 1

Respondents' mean ratings on personality skills needed by business education graduates for entrepreneurial success (N = 899)

S/N	Personality Skills	\bar{X}	SD	Remarks
Ability to:				
1	Manage emotions	3.84	0.67	Highly Needed
2	Display high sense of self-esteem	4.08	0.91	Highly Needed
3	Deal honestly with customers	3.69	0.58	Highly Needed
4	Take risks when necessary	4.94	0.86	Very Highly Needed
5	Display high sense of self-concept	4.21	0.73	Highly Needed
6	Be self-disciplined	3.85	0.96	Highly Needed
7	Respond adequately to business pressures and challenges	4.84	0.51	Very Highly Needed
8	Set and achieve goals	4.29	0.90	Highly
9	Take courageous decisions	4.41	0.90	Needed Highly
10	Display high sense of self reliance	3.91	0.44	Needed
11	Maintain high level of energy	3.62	0.44	Highly Needed
12	Respond to constructive criticisms	3.77	0.22	Highly Needed
13	Recognize and work on personal shortcomings	4.79	0.33	Highly Needed Very Highly Needed
Cluster Mean		4.17		Highly Needed

Data in Table 1 show that out of 13 items listed on personality skills, the respondents indicated that three items (item 4, 7 and 13) are very highly needed by business education graduates for entrepreneurial success with mean ratings ranging from 4.79 to 4.94. The remaining 10 items have mean ratings ranging from 3.62 to 4.41 which show that they are rated highly needed. The cluster mean score of 4.17 means that SMEs managers rated personality skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria.

The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 2

What is the SMEs managers' rating of communication skills needed by business education graduates for entrepreneurial success in South-West Nigeria?

Data relating to this research question are analyzed and presented in Table 2.

Table 2

Respondents' mean ratings on communication skills needed by business education graduates for entrepreneurial success (N = 899)

S/N	Communication Skills	\bar{X}	SD	Remarks
Ability to:				
14	Create effective platforms to disseminate information	4.14	0.87	Highly Needed
15	Send information using ICT devices	3.98	1.11	Highly Needed
16	Receive information using ICT devices	3.88	0.72	Highly Needed
17	Interpret information using ICT devices	4.27	0.96	Highly Needed
18	Record information using ICT devices	4.11	0.69	Highly Needed
19	Transmit information in many language	4.35	1.06	Highly Needed

20	Manage information using ICT devices	3.74	0.84	Highly Needed
21	Effectively listen to customers	4.09	0.77	Highly Needed
22	Write legibly to customers	3.46	0.91	Highly Needed
23	Speak fluently with clear voice	3.91	0.68	Highly Needed
Cluster Mean		3.99		Highly Needed

Data in Table 2 show that 10 items listed on communication skills have mean ratings ranging from 3.46 to 4.35 which shows that they are rated as highly needed by business education graduates for entrepreneurial success. The cluster mean score of 3.99 means that SMEs managers rated communication skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 3

What is the SMEs managers' rating of human relation skills needed by business education graduates for entrepreneurship success in South-West Nigeria?

Data relating to this research question are analyzed and presented in Table 3.

Table 3

Respondents' mean ratings on human relation skills needed by business education graduates for entrepreneurship success (N = 899)				
S/N	Human Relation Skills	\bar{X}	SD	Remarks
Ability to:				
24	Effectively relate with customers	3.90	0.42	Highly Needed
25	Connect and get along with new and old clients/ customers	4.92	0.88	Very Highly Needed
26	Maintain transparency in business dealings	4.89	0.72	Very Highly

				Needed
27	Negotiate with customers	3.67	0.59	Highly Needed
28	Maintain a personal network of work contacts	4.01	0.67	Highly Needed
29	Relate with personal challenges of customers	4.25	0.81	Highly Needed
30	Promote teamwork in an organization	3.76	0.48	Highly Needed
31	Admit mistake when dealing with clients/staff	4.90	0.77	Very Highly Needed
32	Handle any turbulent situations peacefully	4.11	0.95	Highly Needed
33	Effectively respond well to customers	4.32	0.53	Highly Needed
34	Establish and maintain cordial relationship among staffs in an organization	4.83	0.64	Very Highly Needed
35	Develop long-term trusting relationships with business experts	4.70	0.93	Very Highly Needed
Cluster Mean		4.36		Highly Needed

Data in Table 3 show that out of 12 items listed on human relation skills, the respondents indicated that five items (item 25, 26, 31, 34 and 35) are very highly needed by business education graduates for entrepreneurial success with mean ratings ranging from 4.70 to 4.92. The remaining seven items have mean ratings ranging from 3.67 to 4.32 which shows that they are rated as highly needed. The cluster mean score of 4.36 means that SMEs managers rated human relation skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 4

What is the SMEs managers' rating of management skills needed by business education graduates for entrepreneurial success in South-West Nigeria?

Data relating to this research question are analyzed and presented in Table 4.

Table 4

Respondents' mean ratings on management skills needed by business education graduates for entrepreneurial success (N = 899)

S/N	Management Skills	\bar{X}	SD	Remarks
	Ability to:			
36	Effectively control business activities	3.62	0.89	Highly Needed
37	Effectively coordinate sound business activities	3.99	0.53	Highly Needed
38	Effectively identify business challenges	4.92	1.05	Very Highly Needed

39	Attract competent employees	3.77	0.68	Highly Needed
40	Effectively manage human resources in an organization	4.76	0.93	Very Highly Needed
41	Effectively manage material resources in an organization	4.85	0.57	Very Highly Needed
42	Effectively manage financial resources in an organization	4.96	0.81	Very Highly Needed
43	Delegate responsibility to employees when necessary	3.73	1.00	Highly Needed
44	Effectively solve identified business challenges	4.81	0.62	Very Highly Needed
45	Effectively develop plans for the business firm	3.92	0.75	Highly Needed
46	Effectively detect changes in the business environment	4.60	0.94	Very Highly Needed
47	Arrange organizational structure with clear lines of authority in an organization	3.54	0.70	Highly Needed
Cluster Mean		4.29		Highly Needed

Data in Table 4 show that out of 12 items listed on human relation skills, the respondents indicated that six items (item 38, 40, 41, 42, 44 and 46) are very highly needed by business education graduates for entrepreneurial success with mean ratings ranging from 4.60 to 4.96. The remaining six items have mean ratings ranging from 3.99 to 3.54 which show that they are rated as highly needed. The cluster mean score of 4.29 means that SMEs managers rated management skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 5

What is the SMEs managers' rating of business skills needed by business education graduates for entrepreneurial success in South-West Nigeria?

Data relating to this research question are analyzed and presented in Table 5

Table 5

Respondents' mean ratings on business skills needed by business education graduates for entrepreneurial success (N = 899)

S/N	Business Skills	\bar{X}	SD	Remarks
Ability to:				
48	Conceive business ideas and vision	3.74	0.59	Highly Needed
49	Develop business ideas	4.40	0.87	Highly Needed
50	Prepare business feasibility study	4.31	0.68	Highly Needed
51	Market business ideas	4.45	0.72	Highly Needed
52	Understand government business policies	3.89	0.90	Highly Needed
53	Effectively manage business fund	4.37	0.48	Highly Needed
54	Effectively set attainable objectives for business organization	3.99	0.80	Highly Needed
55	Determine good business location	4.23	1.00	Highly Needed
56	Assess sales problems	4.34	0.62	Highly Needed
57	Prepare and keep proper business records	4.47	0.75	Highly Needed
58	Effectively raise business fund	4.01	0.67	Highly Needed
Cluster Mean		4.22		Highly Needed

Data in Table 5 show that respondents rated the 11 items listed on business skills as highly needed by business education graduates for entrepreneurial success with mean ratings ranging from 3.74 to 4.47. The cluster mean score of 4.22 means that SMEs managers rated business skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The

standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings

Hypothesis 1

There is no significant difference in the mean ratings of male and female SMEs managers on personality skills needed by business education graduates for entrepreneurial success in South-West Nigeria.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 6.

Table 6

Summary of t-test analysis of male and female managers of SMEs on personality skills needed by business education graduates for entrepreneurial success

Gender	N	\bar{X}SD	df	P-value	Decision
Male	510	69.86	13.01		
	8970.284	Not Significant			
Female	38964.26	10.94			

Table 6 show that the p-value of 0.284 at 897 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents do not differ significantly in their mean ratings on personality skills needed by business education graduates for entrepreneurial success as a result of gender. Therefore, the null hypothesis is accepted.

Hypothesis 2

There is no significant difference in SMEs managers' mean ratings on personality skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Data obtained in respect of hypothesis two are analyzed and presented in Table 7.

Table 7

ANOVA summary of SMEs managers' mean ratings on personality skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Source of Variance	Sum of Squares	Df	Mean Square	F-value	P-value	Inference
Between Groups	237.81	2	15.42	.161	0.117	Accepted
Within Groups	599.16	896	28.68			
Total	836.97	898				

Data on Table 7 show that the F-value of 0.161 with p-value of 0.117 at degree of freedom of 2 and 896 is greater than the criterion value of 0.05 ($p > 0.05$). The null hypothesis is accepted. This means that SMEs managers' do not differ significantly in their mean ratings on personality skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience.

Hypothesis 3

There is no significant difference in the mean ratings of male and female SMEs managers on communication skills needed by business education graduates for entrepreneurial success in South-West Nigeria.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 8.

Table 8

Summary of t-test analysis of male and female managers of SMEs on communication skills needed by business education graduates for entrepreneurial success

Gender	N	\bar{X}	SD	df	P-value	Decision
Male	510	41.37	7.98	897	0.901	Not Significant
Female	389	39.62	5.63			

Table 8 showthat the p-value of 0.901 at 897 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents do not differ significantly in their mean ratings on communication skills needed by business education graduates for entrepreneurial success as a result of gender. Therefore, the null hypothesis is accepted.

Hypothesis 4

There is no significant difference in SMEs managers' mean ratings on communication skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Data obtained in respect of hypothesis four are analyzed and presented in Table 9.

Table 9

ANOVA summary of SMEs managers' mean ratings on communication skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Source of Variance	Sum of Squares	Df	Mean Square	F-value	P-value	Inference
Between Groups	136.99	2	11.70	.131	0.110	Accepted
Within Groups	672.36	896	23.03			
Total	809.35	898				

Data on Table 9 show that the F-value of 0.131 with p-value of 0.110 at degree of freedom of 2 and 896 is greater than the criterion value of 0.05 ($p > 0.05$). This means that SMEs managers' do not differ significantly in their mean ratings on communication skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience. Therefore, the null hypothesis is accepted

Hypothesis 5

There is no significant difference in the mean ratings of male and female SMEs managers on human relation skills needed by business education graduates for entrepreneurial success in South-West Nigeria.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 10.

Table 10

Summary of t-test analysis of male and female managers of SMEs on human relation skills needed by business education graduates for entrepreneurial success

Gender	N	\bar{X}	SD	df	P-value	Decision
Male	510	62.07	11.28			
	8970.951	Not Significant				
Female	38961.66	9.17				

Table 10 show that the p-value of 0.951 at 897 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents do not differ significantly in their mean ratings on human relations skills needed by business education graduates for entrepreneurial success as a result of gender. Therefore, the null hypothesis is accepted.

Hypothesis 6

There is no significant difference in SMEs managers' mean ratings on human relations skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Data obtained in respect of hypothesis six are analyzed and presented in Table 11.

Table 11

ANOVA summary of SMEs managers' mean ratings on human relation skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Source of Variance	Sum of Squares	Df	Mean Square	F-value	P-value	Inference
Between Groups	97.36	2	9.87	.801	0.126	Accepted
Within Groups	792.86	896	15.16			
Total	890.22	898				

Data on Table 11 show that the F-value of 0.801 with p-value of 0.126 at degree of freedom of 2 and 896 is greater than the criterion value of 0.05 ($p > 0.05$). This means that SMEs managers' do not differ significantly in their mean ratings on human relation skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience. Therefore, the null hypothesis is accepted.

Hypothesis 7

There is no significant difference in the mean ratings of male and female SMEs managers on management skills needed by business education graduates for entrepreneurial success in South-West Nigeria.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 12.

Table 12

Summary of t-test analysis of male and female managers of SMEs on management skills needed by business education graduates for entrepreneurial success

Gender	N	\bar{X}	SD	df	P-value	Decision
Male	510	46.83	9.93			
	897	46.162			0.162	Not Significant
Female	389	44.62	8.11			

Table 12 show that the p-value of 0.162 at 897 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents do not differ significantly in their mean ratings on management skills needed by business education graduates for entrepreneurial success as a result of gender. Therefore, the null hypothesis is accepted.

Hypothesis 8

There is no significant difference in SMEs managers' mean ratings on management skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Data obtained in respect of hypothesis eight are analyzed and presented in Table 13.

Table 13

ANOVA summary of SMEs managers' mean ratings on management skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Source of Variance	Sum of Squares	Df	Mean Square	F-value	P-value	Inference
Between Groups	87.3	2	9.34	.320	0.102	Accepted
Within Groups	702.04	896	20.50			
Total	789.34	898				

Data on Table 13 show that the F-value of 0.320 with p-value of 0.102 at degree of freedom of 2 and 896 is greater than the criterion value of 0.05 ($p > 0.05$). This means that SMEs managers' do not differ significantly in their mean ratings on management skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience. Therefore, the null hypothesis is accepted

Hypothesis 9

There is no significant difference in the mean ratings of male and female SMEs managers on business skills needed by business education graduates for entrepreneurship success in South-West Nigeria.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 14.

Table 14

Summary of t-test analysis of male and female managers of SMEs on business skills needed by business education graduates for entrepreneurial success

Gender	N	\bar{X}	SD	df	P-value	Decision
Male	510	50.06	10.63	897	0.893	Not Significant
Female	389	48.97	9.22			

Table 14 show that the p-value of 0.893 at 897 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents do not differ significantly in their mean ratings on business skills needed by business education graduates for entrepreneurial success as a result of gender. Therefore, the null hypothesis is accepted.

Hypothesis 10

There is no significant difference in SMEs managers' mean ratings on business skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Data obtained in respect of hypothesis 10 are analyzed and presented in

Table 15

Table 15

ANOVA summary of SMEs managers' mean ratings on business skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience

Source of Variance	Sum of Squares	Df	Mean Square	F-value	P-value	Inference
Between Groups	43.05	2	6.56	.118	0.167	Accepted
Within Groups	805.6	896	13.38			
Total	848.65	898				

Data on Table 15 show that the F-value of 0.118 with p-value of 0.167 at degree of freedom of 2 and 896 is greater than the criterion value of 0.05 ($p > 0.05$). This means that SMEs managers' do not differ significantly in their mean ratings on business skills needed by business education graduates for entrepreneurial success in South West Nigeria based on experience. Therefore, the null hypothesis is accepted

Summary of Findings

Findings of the study are summarized as follows:

1. Personality skills are highly needed by business education graduates for entrepreneurial success in South-West Nigeria.
2. Gender and years of experience do not influence the mean ratings of SMEs managers on personality skills needed by business education graduates for entrepreneurial success.
3. Communication skills are highly needed by business education graduates for entrepreneurial success in South-West Nigeria.
4. Gender and years of experience do not influence the mean ratings of SMEs managers on communication skills needed by business education graduates for entrepreneurial success.
5. Human relation skills are highly needed by business education graduates for entrepreneurial success in South-West Nigeria.

6. Gender and years of experience do not influence the mean ratings of SMEs managers on human relation skills needed by business education graduates for entrepreneurial success.
7. Management skills are highly needed by business education graduates for entrepreneurial success in South-West Nigeria.
8. Gender and years of experience do not influence the mean ratings of SMEs managers on management skills needed by business education graduates for entrepreneurial success.
9. Business skills are highly needed by business education graduates for entrepreneurial success in South-West Nigeria.
10. Gender and years of experience do not influence the mean ratings of SMEs managers on business skills needed by business education graduates for entrepreneurial success.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the discussion, conclusion, implication of the study, recommendations, limitation of the study and suggestions for further studies.

Discussion of Results

Findings of the study are discussed as follows:

Personality Skills Needed for Entrepreneurship Success

Findings of the study revealed that SMEs managers rated personality skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The findings of this study agree with that of Ezenwafor and Okoli (2014) which reported that SMEs managers rated personality skills as highly needed for successful entrepreneurship. This supports the earlier report of Olakitan and Akanbi (2011) which revealed that entrepreneurs that personality skills as highly needed for successful and innovative entrepreneurship ventures. The premium SMEs managers attached to the acquisition of personality skills by business education graduates conform with the assertions of Carre and Thurik (2002) which attested that entrepreneurial success is essentially a behavioural characteristic of an entrepreneur. This could be why, Ahmad (2007) asserted that personality skills distinguish entrepreneurs from non-entrepreneurs and successful entrepreneurs from unsuccessful entrepreneurs. The study revealed that SMEs

managers rated the ability to take risks when necessary, respond adequately to business pressures and challenges and recognize and work on personal shortcomings as very highly needed personality skills needed by business education graduates for entrepreneurial success. This finding is in tandem with the views of Man (2001) who reported that the ability to respond to criticisms and take feasible risks, identify personal strengths, recognize personal short-comings and work on their improvements are personality skills of successful entrepreneurs. In addition, findings of the study showed that SMEs managers also rated a lot of personality skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. This is in line with the study of Kozubíková, Belás, Bilan and Bartoš (2015) which reported that potential entrepreneurs must be capable to have the features of several personalities to demonstrate the ability to act as investors, inventors, accountants, dispute investigators, leaders, technologists, marketing specialists and top sellers in the business world. On the whole, this study supports the works of Turan and Kara (2007) which claimed that entrepreneurship is a personality variable.

Furthermore, the study found that gender and years of experience of SMEs managers do not influence their mean ratings on personality skills needed by business education graduates for entrepreneurship success. This means that SMEs managers in South-West Nigeria, regardless of their gender and years of business

experience indicated that personality skills are needed by business education graduates for entrepreneurial success. This finding is in consonance with that of Bolarinwa and Okolocha (2016) which reported a non-significant difference in the mean ratings of SMEs on personality skills needed by graduates for entrepreneurial success on the basis of gender and years of experience. This supports the views of Uzezi (2014) who discovered that gender and years of experience of SMEs managers did not influence their mean ratings on personality skills needed by business education graduates for entrepreneurial success. The non-significant difference in the mean ratings of SMEs managers on personality skills needed by graduates for entrepreneurial success on the basis of their gender and years of experience disagrees with Beek (2017) who reported that individual differences of SMEs managers' accounts for personality skills needed for successful entrepreneurship. In agreement with Beek's claims, the study of Ezenwafor and Okoli (2014) reported that gender and years of working experience of SMEs managers have significant influence on their mean ratings on personality skills needed by business education graduates for entrepreneurial success.

Communication Skills Needed for Entrepreneurship Success

Findings of the study revealed that SMEs managers rated communication skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The outcome of this study agrees with the findings

of Amesi (2014) who discovered that SMEs managers rated communication skills as highly needed for successful entrepreneurship. This finding is consistent with that of Okwuanaso and Agbamu (2010) which reported that business education graduates are expected to possess relevant communication skills to enable them function effectively in the world of work. It is imperative to mention that information technologies play an important and central function in facilitating communication in any organization. It could be the reasons why SMEs managers rated a lot of the ICT-based communication skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. This finding tallies with the study of Adebakin, Ajadi and Subair (2015) which reported that ICT-based communication skills are highly needed by business education graduates for entrepreneurial success. In addition to the various ICT communication skills that are highly needed by business education graduates for entrepreneurial success, the study also revealed that graduates needed writing, speaking and listening skills when conducting business transactions with prospective clients and colleagues. This finding aligned with Bolaji (2017) who discovered that business education graduates needed listening, spelling, reading and writing skills for entrepreneurial success as well as with Enudi, Okagbare and Akpede (2008) who identified listening, spelling, reading and writing skills as communication skills highly expected of business education graduates.

More so, the study found that gender and years of experience of SMEs managers do not influence their mean ratings on communication skills needed by business education graduates for entrepreneurial success. The outcome of this discovery is in tandem with Okoro (2013) who reported the gender and years of experience of SMEs managers did not influence their mean ratings on communication skills needed by business education graduates for entrepreneurial success. This result tallies with that of Ezewanfor and Olaniyi (2017) which reported that SMEs managers did not differ in their mean ratings on communication skills needed by business education graduates for entrepreneurial success on the basis that, communication skills stand to enrich business education graduates with modern technological awareness needed in today's entrepreneurial activities. It also agreed with Bolaji (2017) who discovered no significant difference in the mean ratings of SMEs on communication skills needed by graduates for entrepreneurial success on the basis of gender and years of experience on the premise that, the ability to communicate effectively in one's business enhances entrepreneurial success. The non-significant difference in the mean ratings of SMEs managers on communication skills needed by graduates for entrepreneurial success on the basis of gender and years of experience as shown in this study is in consonance with Nwaogwugwu and Okoye (2009) which asserted

that communication skills are by and large the foundation upon which entrepreneurship business is built.

Human Relation Skills Needed for Entrepreneurship Success

Findings of the study revealed that SMEs managers rated human relation skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. This is in line with the findings of Olakitan and Akanbi (2011) which reported that entrepreneurship success is largely dependent on human relations of potential entrepreneurs. The outcome of this study also concurs with the observations of Ejeka and Mgbonyebi (2016) which affirmed that business education graduates highly needed human relations skills for entrepreneurial success. Similarly, Bolarinwa and Okolocha (2016) discovered that SMEs managers rated human relations skills as highly needed by business education graduates for entrepreneurial success. The study revealed that SMEs managers rated the ability to connect and get along with new and old clients/ customers, maintain honest and transparency in business dealings and admit mistakes when dealing with clients/staff, establish and maintain cordial relationship among staff in an organization and develop long-term trusting relationships with business experts as very highly needed personality skills needed by business education graduates for

entrepreneurial success. This result corresponds with the views of Sembiring (2016) that entrepreneurs who establish and maintain honest customer relationship in both short and long term will excel in business for a long time. In addition, findings of the study showed that SMEs managers rated a lot of human relation skills as highly needed by business education graduates for entrepreneurship success in South-West Nigeria. This is in line with the discovery of Ezewanfor and Olaniyi (2017) which reported that business education graduates must recognize that human relations skills are key ingredients in attaining entrepreneurial success.

In same vein, the study found that gender and years of experience of SMEs managers do not influence their mean ratings on human relation skills needed by business education graduates for entrepreneurial success. This supports the findings of Banabo, Ndiomu and Koroye (2011) that SMEs managers did not differ in their mean ratings on human relation skills needed by business education graduates for entrepreneurial success because they empower potential entrepreneurs to interact productively and co-operatively in work situations. This finding is aligned with the study of Onoyovwi (2009) who reported that SMEs managers did not significantly differ in their mean ratings on communication skills needed by business education graduates for entrepreneurial success based on their gender and years of experience. It also agreed with the finding of Imeokparia and Edigbonya (2012) which reported that gender and years of experience of business owners did

not influence their mean ratings on human relations skills needed by business education graduates for entrepreneurial success

Management Skills Needed for Entrepreneurship Success

Findings of the study revealed that SMEs managers rated management skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. This findings is in agreement with Yahya, Fatt, Othman, Rahman and Moen (2011) who discovered that business education graduates need management skills to become successful entrepreneurs. This finding concurs with that of Onoh (2013) which held that graduates of business education and entrepreneurship programmes need management skills to become successful entrepreneurs. The findings also in harmony with that of Dajur, Bakle and Tuamyil (2015) which reported that management skills were indispensable for effective entrepreneurial endeavours. This finding also agrees with that of Akpotohwo, Watchman and Ogeibiri (2016) which affirmed that management skills are highly needed by business education students to achieve entrepreneurship success after graduation. The study revealed that SMEs managers rated the ability to effectively manage human, materials and financial resources in an organization, identify business challenges and detect changes in the business environment as

very highly needed management skills by business education graduates for entrepreneurial success. This finding is in line with the study of Agbim (2013) who reported that potential entrepreneurs need management skills to mobilize men, money, machine, material and financial resources in order to achieve entrepreneurial success. In addition, findings of the study showed that SMEs managers rated a lot of management skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. This supports the study of Ezeani, Ifeonyemetalu and Ezemoyih (2012) which revealed that SMEs managers emphasized so much on the need for business education graduates to acquire management skills for entrepreneurial success.

The findings of the study revealed that gender and years of experience of SMEs managers do not influence their mean ratings on management skills needed by business education graduates for entrepreneurial success. This is in agreement with the findings of Syamsuriana and Mohd (2014) who reported that SMEs managers did not differ on their opinions that management skills are necessary for success in entrepreneurship. It is also in line with Ameh and Ezeahurukwe (2016) which reported that gender and years of experience of entrepreneurs did not influence their mean perception on management skills needed for entrepreneurship success. The non-significant difference in the mean ratings of SMEs managers on management skills needed by graduates for entrepreneurial success on the basis of

gender and years of experience as shown in this study is in consonance with Okoro (2015) which asserted that management skills are attributes of successful entrepreneurs.

Business Skills Needed for Entrepreneurship Success

Findings of the study revealed that SMEs managers rated business skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. The outcome of this study concurs with the views of Etonyeaku, Kanu, Ezeji and Chukwuma (2014) which reported that SMEs managers averred that business education graduates needed business skills for entrepreneurial success. It is not surprising that SMEs managers rated business skills as highly needed, because as managers, they need business skills to adapt to changes in the business environment. Supporting this finding, Ozuruoke and Abdulkarim (2017) stated that business skills are highly needed by business education graduates for entrepreneurial success. In addition, the findings of the study showed that SMEs managers rated a lot of listed business skills as highly needed by business education graduates for entrepreneurial success in South-West Nigeria. This is in agreement with the study of Baba and Baba (2017) which affirmed that SMEs managers demand the acquisition of business skills by business education graduates for successful entrepreneurial ventures. It also agreed with the

observations of Okoli and Binuomote (2015) which averred that business education students need business skills to attain mastery and understand the secret of business success.

The findings of the study revealed that gender and years of experience of SMEs managers do not influence their mean ratings on business skills needed by business education graduates for entrepreneurial success. This supports the findings of Okpara and Wynn (2007) which affirmed that SMEs managers did not differ in their mean ratings on business skills needed by business education graduates for entrepreneurship because they are appropriate set skills and abilities required before running any form of business. This finding is aligned with the study of Olaniyi (2016) who reported that SMEs managers did not significantly differ in their mean ratings on business skills needed by business education graduates for entrepreneurial success based on gender and years of experience. It also agreed with the finding of Akande (2011) which revealed that gender and years of experience of business owners did not influence their mean ratings on business skills needed by business education graduates for entrepreneurial success on the premise that, to succeed in today's global competitive market, potential entrepreneurs need to possess various types of business skills. Similarly, Okeme, Alawa and Akwagiobe (2014) reported that gender and years of experience of business owners did not influence their mean ratings on business skills needed by

business education graduates for entrepreneurial success because they are related characteristics of successful entrepreneurs.

Conclusion

The fact that small and medium scale enterprises are prone to business collapse in today's unstable business environment makes it necessary for potential business education graduates to acquire relevant skills to adapt to numerous business challenges. From the findings of this study, it is crystal clear that personality, communication, human relations, management and business skills are internal attributes of successful entrepreneurs irrespective of the prevailing economic dispensation. It is therefore, concluded that the acquisition of relevant skills will enhance the success of business education graduates in South-West Nigeria and other parts of the country.

Implications of the Study

The findings of this study have some implications on the curriculum framework of business education and instructional competencies of business educators as well on curriculum designers of business education programme. Business education programme at all levels, is not only designed to mirror the nature of the business world but also to develop in business education students, the ability to acquire relevant entrepreneurship skills after schooling. Thus, business education programme can only yield productive results when curriculum designers

re-enforce the programme with needed skills for entrepreneurship success, and business educators go extra mile in acquiring instructional competencies with which to teach future business owners, the needed set skills that would keep their business enterprises afloat beyond the first five dreadful years of business existence.

The educational implications of this findings is that, the integration of personality, communication, human relation, management and business skills into the business education programmewill no doubt, reduce graduate unemployment and failure of small and medium sized business drastically in Nigeria. Similarly, the finding that SMEs managers rated personality, communication, human relation, management and business skills are highly needed by business education graduates for entrepreneurship success means that, an instructional synergy between business educators and SMEs managers must be harnessed in the teaching and learning processes of business education courses within and outside the school environment. The implication of this instructional collaboration, will give business education students, numerous practical experiences and first-hand knowledge of various internal and external drivers of entrepreneurship success.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. Heads of Business Education Departments and entrepreneurs should work together towards ensuring that business education students acquire the necessary practical skills for entrepreneurial success during the six month industrial training programme of business education.
2. Business educators should apply innovative teaching strategies and methods to adequately equip their students with skills that will turn them into successful entrepreneurs on graduation.
3. Institutions offering business education programme should regularly invite successful and prominent entrepreneurs to share their experiences with students in order to prepare them for the untaught challenges and requirement of the dynamic nature of the business world.
4. Regulatory agencies and educational stakeholders should review the curriculum of business education to integrate the needed skills and experiences that will motivate students to go into self-employment on graduation.

Suggestions for Further Study

Based on the findings of this study, the following suggestions are made for further studies:

1. A comparative analysis of skills needed for entrepreneurship success by SMEs managers in South-West and South-East, Nigeria.

2. SMEs managers' ratings on the causes for business failure in South-West Nigeria.
3. Assessment of skills possessed by SMEs managers in North-West, Nigeria for entrepreneurial development
4. Assessment of skills possessed by business educators in universities in South-West Nigeria for preparing graduates for entrepreneurial success.

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APPENDIX A

Population Distribution of Registered SME's by State

State	Variable	Numbers of SME Manager
Lagos	Gender: Male Female Experience: 1 -5 years 6 -10 years Above 10 years Total	3,224 1311 2,011 1,374 1150 4,535
Ogun	Gender: Male Female Experience: 1 -5 years 6 -10 years Above 10 years Total	384 162 216 119 211 546
Oyo	Gender: Male Female Experience: 1 -5 years 6 -10 years Above 10 years Total	711 683 412 306 676 1,394

Source: (Ministry of Trade and Commerce of respective States, 2017).

APPENDIX B

Distribution of sample size

State	Calculation of sample size	Number of SME managers
Lagos State	$(4,535/1 + 4,535 (0.05)^2)$	368
Ogun State	$(546/ 1 + 546 (0.05)^2)$	231
Oyo State	$(1,394/ 1 + 1,394 (0.05)^2)$	311

APPENDIX C

Letter of Transmittal

Department of Technology and Vocational
Education
Faculty of Education
Nnamdi Azikiwe University, Awka.
22nd September, 2017.

Dear SMEs manager,

Request to Complete Research Questionnaire

I am a post-graduate student in the above institution. I am carrying out a study on the 'Small and medium enterprise managers rating of skills needed by business education graduates for entrepreneurial success in South-West Nigeria. As a small and medium enterprise manager, your assistance is needed for the successful conduct of this research. The attached questionnaire is designed for collection of data for the study. I humbly request you to assist me by completing the questionnaire on the assurance that your input will be treated confidentially and be used solely for the stated academic exercise. Thank you so much for your anticipated cooperation.

Yours faithfully,

Oluwasina, Boladele Ruth
(Researcher)
08034811695

APPENDIX D

Skills for Entrepreneurship Success Questionnaire (SESQ)

PART A: Respondent's Personal Profile

Instruction: Please tick (✓) in the boxes for items 1 to 2 below as they apply to you.

- i. Gender: Male () Female ()
- ii. Years of experience: 1 -5 years () 6 -10 years () Above 10 years ()

Part B: Skills Needed by Business Education Graduates for Entrepreneurial Success

Instruction: Please tick (✓) in the column for each item in section 1 to 5 below to indicate your rating at which each skill is needed by business education graduates for entrepreneurship success in South West Nigeria using the following:

VHN	-	Very Highly Needed	=	5
HN	-	Highly Needed	=	4
MN	-	Moderately Needed	=	3
SN	-	Slightly Needed	=	2
NN	-	Not Needed	=	1

B1: Personality skills needed by business education graduates for entrepreneurship success

S/N	Personality skills	VHN	HN	MN	SN	NN
	Ability to;					
3	Manage emotions					
4	Display high sense of self-esteem					
5	Deal honestly with customers					
6	Take risks when necessary					
7	Display high sense of self-concept					
8	Be self-disciplined					
9	Respond adequately to business pressures and challenges					
10	Set and achieve goals					
11	Take courageous decisions					
12	Display high sense of self reliance					
13	Maintain high level of energy					
14	Respond to constructive criticisms					
15	Recognize and work on personal shortcomings					

B₂: Communication skills needed by business education graduates for entrepreneurship success

S/N	Communication skills	VHN	HN	MN	LN	VLN
	Ability to;					
16	Create effective platforms to disseminate information					
17	Send information using ICT devices					
18	Receive information using ICT devices					
19	Interpret information using ICT devices					
20	Record information using ICT devices					
21	Transmit information in many language					
22	Manage information using ICT devices					
23	Effectively listen to customers					

24	Write legibly to customers					
25	Speak fluently with clear voice					

B₃:Human relation skills needed by business education graduates for entrepreneurship success

S/N	Human relation skills	VHN	HN	MN	LN	VLN
	Ability to;					
26	Effectively relate with customers					
27	Connect and get along with new and old clients/ customers					
28	Maintain transparency in business dealings					
29	Negotiate with customers					
30	Maintain a personal network of work contacts					
31	Relate with personal challenges of customers					
32	Promote teamwork in an organization					
33	Admit mistake when dealing with clients/staff					
34	Handle any turbulent situations peacefully					
35	Effectively respond well to customers					
36	Establish and maintain cordial relationship among staffs in an organization					
37	Develop long-term trusting relationships with business experts					

B₄:Management skills needed by business education graduates for entrepreneurship success

S/N	Management skills	VHN	HN	MN	LN	VLN
	Ability to;					
38	Effectively control business activities					
39	Effectively coordinate sound business activities					
40	Effectively identify business challenges					
41	Attract competent employees					
42	Effectively manage human resources in an organization					

43	Effectively manage material resources in an organization					
44	Effectively manage financial resources in an organization					
45	Delegate responsibility to employees when necessary					
46	Effectively solve identified business challenges					
47	Prepare daily cash report					
48	Effectively develop plans for the business firm					
49	Effectively detect changes in the business environment					
50	Arrange organizational structure with clear lines of authority in an organization					

B₅: Business skills needed by business education graduates for entrepreneurship success

S/N	Business skills	VHN	HN	MN	LN	VLN
	Ability to;					
51	Conceive business ideas and vision					
52	Develop business ideas					
53	Prepare business feasibility study					
54	Market business ideas					
55	Understand government business policies					
56	Effectively manage business fund					
57	Effectively set attainable objectives for business organization					
58	Determine good business location					
59	Assess sales problems					
60	Prepare and keep proper business records					
61	Admit mistakes when dealing with clients					
62	Effectively raise business fund					

APPENDIX F

SPSS OUT OF DATA ANALYSIS

Analysis of Research Questions

Research Question 1

```
DESCRIPTIVES VARIABLES=item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9
Item10 Item11 Item12 Item13
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
Ability to manage emotions	899	2.00	5.00	3.8401	.67327
Ability to display high sense of self-esteem	899	3.00	5.00	4.0800	.90711
Ability to deal honestly with customers	899	1.00	5.00	3.6923	.57722
Ability to take risks when necessary	899	2.00	5.00	4.9411	.85786
Ability to display high sense of self-concept	899	2.00	5.00	4.2100	.72894
Ability to be self disciplined	899	2.00	5.00	3.8501	.96280
Ability to respond adequately to business pressures and challenges	899	1.00	5.00	4.8400	.50668
Ability to set and achieve goals	899	2.00	5.00	4.2900	.90609
Ability to take courageous decisions	899	2.00	5.00	4.4080	.89935
Ability to display high sense of self reliance	899	2.00	5.00	3.9050	.44327
Ability to maintain high level of energy	899	1.00	4.00	3.6209	.78609
Ability to respond to constructive criticisms	899	1.00	5.00	3.7700	.55935
Ability to recognize and work on personal shortcomings	899	2.00	3.00	4.7900	.82327
Valid N (listwise)	899				

Research Question 2

```
DESCRIPTIVES VARIABLES=item14 Item15 Item16 Item17 Item18 Item19 Item20
Item21 Item22 Item23
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
Ability to create effective platforms to disseminate information	899	2.00	5.00	4.1401	.87034
Ability to send information using ICT devices	899	3.00	5.00	3.9800	1.11065
Ability to receive information using ICT devices	899	1.00	5.00	3.8804	.72338
Ability to interpret information using ICT devices	899	2.00	5.00	4.2701	.95887
Ability to record information using ICT devices	899	2.00	5.00	4.1080	.68550
Ability to transmit information in many language	899	2.00	5.00	4.3481	1.05871
Ability to manage information using ICT devices	899	1.00	5.00	3.7410	.83663
Ability to effectively listen to customers	899	2.00	5.00	4.0900	.77005
Ability to write legibly to customers	899	2.00	5.00	3.4580	.90621
Ability to speak fluently with clear voice	899	2.00	5.00	3.9100	.68118
Valid N (listwise)	899				

Research Question 3

```
DESCRIPTIVES VARIABLES=item24 Item25 Item26 Item27 Item28 Item29 Item30
Item31 Item32 Item33 Item34 Item35
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
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Ability to effectively relate with customers	899	2.00	5.00	3.9001	.42027
Ability to connect and get along with new and old clients/ customers	899	3.00	5.00	4.9230	.87600
Ability to maintain transparency in business dealings	899	1.00	5.00	4.8903	.72113
Ability to negotiate with customers	899	2.00	5.00	3.6711	.59332
Ability to maintain a personal network of work contacts	899	2.00	5.00	4.0100	.67009
Ability to relate with personal challenges of customers	899	2.00	5.00	4.2481	.81034
Ability to promote teamwork in an organization	899	1.00	5.00	3.7600	.47600
Ability to admit mistake when dealing with clients/staff	899	2.00	5.00	4.9000	.77102
Ability to handle any turbulent situations peacefully	899	2.00	5.00	4.1130	.95115
Ability to effectively respond well to customers	899	2.00	5.00	4.3210	.53031
Ability to establish and maintain cordial relationship among staffs in an organization	899	1.00	4.00	4.8309	.63702
Ability to develop long-term trusting relationships with business experts	899	1.00	5.00	4.7000	.93450
Valid N (listwise)	899				

Research Question 4

```
DESCRIPTIVES VARIABLES=item36 Item37 Item38 Item39 Item40 Item41 Item42
Item43 Item44 Item45 Item46Item47
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
Ability to effectively control business activities	899	2.00	5.00	3.6171	.89221
Ability to effectively coordinate sound business activities	899	3.00	5.00	3.9910	.53009
Ability to effectively identify business challenges	899	1.00	5.00	4.9216	1.05330
Ability to attract competent employees	899	2.00	5.00	3.7701	.68009
Ability to effectively manage human resources in an organization	899	2.00	5.00	4.7580	.93215
Ability to effectively manage material resources in an organization	899	2.00	5.00	4.8451	.57117

Ability to effectively manage financial resources in an organization	899	1.00	5.00	4.9610	.81008
Ability to delegate responsibility to employees when necessary	899	2.00	5.00	3.7300	1.00443
Ability to effectively solve identified business challenges	899	2.00	5.00	4.8100	.61603
Ability to effectively develop plans for the business firm	899	2.00	5.00	3.9200	.75220
Ability to effectively detect changes in the business environment	899	1.00	4.00	4.6009	.94191
Ability to arrange organizational structure with clear lines of authority in an organization	899	1.00	5.00	4.5420	.70032
Valid N (listwise)	899				

Research Question 5

DESCRIPTIVES VARIABLES=item48 Item49 Item50 Item51 Item52 Item53 Item54
Item55 Item56 Item57 Item58
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
Ability to conceive business ideas and vision	899	2.00	5.00	3.7400	.58710
Ability to develop business ideas	899	3.00	5.00	4.4030	.87032
Ability to prepare business feasibility study	899	1.00	5.00	4.3121	.68003
Ability to market business ideas	899	2.00	5.00	4.4506	.72321
Ability to understand government business policies	899	2.00	5.00	3.8860	.90002
Ability to effectively manage business fund	899	2.00	5.00	4.3650	.48223
Ability to effectively set attainable objectives for business organization	899	1.00	5.00	3.9870	.80134
Ability to determine good business location	899	2.00	5.00	4.2300	1.0007
Ability to assess sales problems	899	2.00	5.00	4.3410	.61960
Ability to prepare and keep proper business records	899	2.00	5.00	4.4730	.75024
Ability to effectively raise business fund	899	1.00	4.00	4.0101	.67240

Valid N (listwise)	899				
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Testing of Hypotheses

Hypothesis 1

T-TEST GROUPS=Gender(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=PERSONALITY SKILLS
 /CRITERIA=CI (.95) .

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Personality skills	Male	510	69.8571	13.0120	.80390
	Female	389	64.2610	10.9403	.69474

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
Personality skills	Equal variances assumed	.253	.130	-.599	897	.284	-.85714	1.43016	-4.09238	2.37810
	Equal variances not assumed			-.580	895.72	.284	-.85714	1.47888	-4.51072	2.79644

Hypothesis 2

```
ANOVA GROUPS=YearsofExperience(1 2 3)
/MISSING=ANALYSIS
/VARIABLES=PERSONALITY SKILLS
/CRITERIA=(.95).
```

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	237.81	2	15.42	.161	.117
Within Groups	599.16	896	28.68		
Total	836.97	898			

Hypothesis 3

```
T-TEST GROUPS=Gender (1 2)
/MISSING=ANALYSIS
/VARIABLES=COMMUNICATION SKILLS
/CRITERIA=CI (.95) .
```

T-Test

Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Communication Skills	Male	510	41.3680	7.97661	.98297
	Female	389	39.6210	5.62779	.63178

Independent Samples Test

[illegible]

Communication Skills	Equal variances assumed	.032	.741	-164	897	.901	-.16667	1.57429	-3.72796	3.39463
	Equal variances not assumed			-.110	896.6	.901	-.16667	1.65951	-5.17461	4.84128

Hypothesis 4

ANOVA GROUPS=YearsofExperience(1 2 3)

/MISSING=ANALYSIS
/VARIABLES=COMMUNICATION SKILLS
/CRITERIA=(.95) .

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	136.99	2	11.70	.131	.110
Within Groups	672.36	896	23.03		
Total	809.35	898			

Hypothesis 5

T-TEST GROUPS=Gender(1 2)

/MISSING=ANALYSIS
/VARIABLES=HUMAN RELATION SKILLS
/CRITERIA=CI(.95)

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Human relation skills	Male	510	62.0668	11.2780	.70172
	Female	389	61.6570	9.1729	.65699

Independent Samples Test

	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
Human relation skills	Equal variances assumed	3.276	1.081	.041	897	.951	.07143	1.73189	-3.84637	3.98923
	Equal variances not assumed			.034	898.5	.951	.07143	2.07717	-5.73830	5.88116

Hypothesis 6

```
ANOVA GROUPS=YearsofExperience(1 2 3)
/MISSING=ANALYSIS
/VARIABLES=HUMAN RELATION SKILLS
/CRITERIA=(.95) .
```

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	97.36	2	9.87	.801	.126
Within Groups	792.86	896	15.16		
Total	890.22	898			

Hypothesis 7

```
T-TEST GROUPS=Gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=MANAGEMENT SKILLS
/CRITERIA=CI (.95) .
```

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Management skills	Male	510	46.8300	9.9310	1.73205
	Female	389	44.6200	8.1149	.86603

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
Management skills	Equal variances assumed	.022	.057	0.990	897	.162	2.00670	1.74801	-1.95428	5.95428
	Equal variances not assumed			1.233	891.3	.162	2.40060	1.93649	-4.08385	8.08385

Hypothesis 8

```
ANOVA GROUPS=YearsofExperience(1 2 3)
/MISSING=ANALYSIS
/VARIABLES=MANAGEMENT SKILLS
/CRITERIA=(.95).
```

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	87.3	2	9.34	.320	.102
Within Groups	702.04	896	20.50		
Total	789.34	898			

Hypothesis 9

```
T-TEST GROUPS=Gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=BUSINESS SKILLS
/CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Business skills	Male	510	50.0586	10.6253	.90142
	Female	389	48.9700	9.2178	.87301

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
Business skills Equal variances assumed	.283	.264	.138	897	.893	.17857	1.29576	-2.75264	3.10979
Business skills Equal variances not assumed			.149	890.7	.885	.17857	1.19860	-2.59037	2.94751

Hypothesis 10

```
ANOVA GROUPS=YearsofExperience(1 2 3)
/MISSING=ANALYSIS
/VARIABLES=BUSINESS SKILLS
/CRITERIA=(.95).
```

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.05	2	6.56	.118	.167
Within Groups	805.6	896	13.28		
Total	848.65	898			

APPENDIX G

Calculation of Reliability Coefficient Using Cronbach Alpha reliability co-efficient Formula

\Users\Ruth_O.B.\Desktop\ CRONBACH ALPHA RELIABILITY DATA

Scale: Reliability coefficient for Section 1

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	13

Scale: Reliability coefficient for Section 2

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of Items
0.86	10

Scale: Reliability coefficient for Section 3**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.79	12

Scale: Reliability coefficient for Section 4**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	12

Scale: Reliability coefficient for Section 5**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.93	11