

CHAPTER ONE

INTRODUCTION

Background to the Study

One of the major challenges facing Nigerian societies in this contemporary era is unemployment. It has grown at alarming rate with attendant negative impact on the economy. The rate of unemployment as estimated by Nkechi, Emeh and Okechukwu (2012) stood at 50 percent of employable population in Nigeria. It is alarming and calls for concerted efforts from government and all well-meaning Nigerians to fight the menace. Accordingly, Akpan (2012) stated that Nigeria as one of the developing countries in the world is now moving to the direction where only individuals with self-sustaining and saleable skills can really survive economically.

Owing to this challenge, there is need for individuals to think of ways to become self-reliant and self-employed rather than waiting for white collar jobs. Unemployment is a common trend which every nation strives to eradicate. The government at various times do emphasize the need for its citizens to look inward due to the dwindling economic situation and resultant massive employment of both youths and adults. Education for self-reliant is a potent option which addresses this challenge. Hence, educational policies are formulated to provide relevant knowledge, skills and attitudes necessary for individuals to secure self-paid employment rather than being employed by other persons. Therefore, it is not surprising that the Federal Republic of Nigeria (FRN, 2013) in her National Policy on Education emphasized the acquisition of appropriate skills, abilities and competencies (both mental and physical) to make them self reliant and contribute significantly to the development of the society.

Okoro (2015) observed that Nigerian educational policies have been revised from time to time so as to provide knowledge, attitudes and skills necessary for individuals to be self-employed rather than waiting or seeking to be employed by other persons. Ogbonna

(2007) observed that one of the vital macro-economic problems of our contemporary society is unemployment. Unemployment exists partly because most products of the Nigeria educational system look for jobs that do not exist instead of creating jobs for themselves and others. To meet the needs of the society, FRN (2013) in her National Policy on Education de-emphasized liberal education system for skills development.

Okorie in Amoor (2010) asserted that business education was incorporated into the nation's educational system right from the junior secondary school for a gradual skills and competency development. This step was aimed at solving the problem of unemployment by turning out graduates who would become self-employed and create jobs for others. However, business education has been recognized in Nigeria and all over the world as a functional and qualitative educational programme that is aimed at equipping graduates with relevant skills to survive in the present challenging economic environment.

According to Osuala (2004), business education is an educational programme that consists of two parts namely the office education programme and general business education. The former is designed for office careers through initial, refresher and upgrading education while the latter is designed to provide students with information, skills and competencies which are needed by all in managing personal business affairs and using the services of business. Okwuanaso (2004) also defined business education as all the education that makes a person or an individual to know, have skills, understand and modify his attitudes so as to do whatever is needed to be done in business transactions and situations whether as an office worker, producer of goods or user of goods and services of business. Supporting the above view, Etonyeaku (2009) defined business education as an educational programme that is aimed at teaching students the fundamentals, theories and process of business. Education in this field occurs at several levels, including secondary and higher education or university education.

Business education programme at the university level has a well-articulated curriculum encompassing accounting, management, marketing and secretarial courses. The programme is offered at post graduate level in several universities in Nigeria including the University of Uyo, University of Benin, Nnamdi Azikiwe University, Awka and University of Nigeria, Nsukka and other universities. Graduates of business education from any university who are unable to secure paid employment job are expected to start small scale businesses. This is in line with Owolabi (2011) who opined that business education is a vocational subject that is historically intended to prepare graduates for success in business and world of work. Undoubtedly, the broad aim of business education is to train youths and unemployed persons for jobs and help workers upgrade and update their job skills. It is meant to prepare persons for job in the business world. Business education is also aimed at training individuals to become intelligent consumer of services of business with a clear understanding of the country's economy. Obviously, the crux of business education programme is to equip the graduates with relevant skills and competencies so as to venture into various small scale businesses upon graduation.

The Nigeria Bank for Commerce and Industry in Muhammad Char, Yaso & Hassan (2010) defined small scale enterprise as one whose capital does not exceed ₦750,000. According to Inegbenebor (2014) a small scale business is any business undertaken, owned, managed and controlled by not more than two entrepreneurs, has no more than twenty employees, has no definite organizational structure (that is, all employees report to the owners) and has a relatively small share of its market. Therefore, It is noted that for business education graduates to be successful in their various small business operations, adequate and requisite entrepreneurial skills are indispensable.

Entrepreneurial skill is simply the necessary set of skills required by an entrepreneur. In other words, entrepreneurial skill is that necessary skill an individual needs to successfully

run a business or add value to his or her work. Entrepreneurship is this, the process of learning the skills needed to assume the risk of establishing and running one's own business. Entrepreneurship is encouraged in Nigeria because it could lead to self-employment, help in reducing unemployment and contribute towards the development of the country (Akpan and Abayan, 2014). Akintola (2001) stated that entrepreneurship remains the gateway to sustainable wealth creation in Nigeria. Ezedum (2011) outlined entrepreneurial skills to include communication skills, creative/innovative skills, decision-making skills, problem-solving skills, planning and organizing skills, risk taking skills, self-management skills, technological skills, teamwork skills, learning skills, initiative skills. Others are enterprise skills, financial skills, managerial skills, marketing/saleable skills, interpersonal relationship skills, integrity skills, and many others.

Graduates generally especially business education graduates need these employability skills to be able to work in private business enterprises or as entrepreneurs. Since, business education prepares graduates for success in business and the world of work, there is need equipping students with entrepreneurial skills and competencies for success in self-employment.

Amoor (2010) however identified the following as some entrepreneurial skills necessary for small business operation namely; business management skills, Information Communication and Technology skills, creative thinking skills and human resource management skills. Business management skills are those skills that help one in the process of planning, organizing and directing organizational resources to achieve stated goals. They include: ability to plan, ability to organize and handle small scale businesses, ability to source for funds for the smooth running of the small business, ability to start a new business and manage business risk, ability to search for business opportunities, ability to register a business, ability to effectively supervise and coordinate human and material resources

(Okoro, 2015). Other relevant management skills include: ability to develop broad-based investment planning and implementation, time management skills and apply integrating business skills.

Information and communication technology (ICT) skills enable one to use technologies, equipment and methods used to handle information. ICT skills include ability to send and receive email which is expected of business education graduates to succeed in entrepreneurship ventures. Some of the skills, according to Ekpenyong (2008), are knowledge and ability to send and receive e-mail, use e-business, e-commerce with word processors, send and receive fax messages, use collating machine and spreadsheet software among others.

Marketing skill is the art of developing and distributing goods and services to consumers as well as businesses (Ezeani, 2008). However, marketing is not just limited to goods and services. It is extended to other areas like internet marketing, or online marketing which refer to buying of goods and services through the use of web and e-mail to drive direct sales via electronic commerce. Internets marketing or online marketing are typically used in conjunction with traditional types of advertising like radio, television, newspapers and magazines.

Creative thinking skill refers to the process of bringing something new into being, and ability to use imagination to create new things. Management of creative thinking skills and other mental processes of an individual person or a group of people, for example using problem solving techniques to solve business challenges or problems (Abanyam, 2014). Creativity bring to awareness what was previously hidden and point to new in terms of innovations.

Furthermore, business education graduates are expected to require a wide knowledge of human resource management skills which include: ability to conduct job analyses, ability

to plan and know personnel needs, ability to recruit the right people for a particular job, orienting and training them, ability to manage wages and salaries, provide benefits and incentives, ability to evaluate and possess human resource management skills, ability to resolve disputes and communicate effectively with all employees at all levels. Other relevant human resource management skills include ability to invest, plan, coordinate human and material resources and implement them. (Adebayo, 2009). However, while the contributions of small businesses to development are generally acknowledged, actual observation showed that enterprises in this sector face many obstacles that limit their long-term survival and development. Some researches into small-business development have also shown that the rate of failure of small scale businesses in developing countries is higher than in the developed world (Medugu & Dawha, 2015).

In terms of the needs and aspirations of individuals, business education permits the harmonious development of personality and character, fosters spiritual and human values; as well as the capacity for understanding, judgement, critical thinking and self-expressions, and prepares the individual for lifelong learning by developing the necessary mental tools. It develops capacity for decision-making, qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole, entrepreneurship skills and attitude for the individual to cope with the rapid advances in ICT. The Federal Republic of Nigeria (FRN, 2009) affirmed that the acquisition of appropriate creative skills, abilities and competencies both mentally and physically qualifies an individual to live in and contribute meaningfully to the development of the society. Acquisition of such skills ensures a self-reliant individual who can create or generate employment for self and others.

The influencing factors in the content of entrepreneurial skills required by business education graduates for small scale business operation could be the gender and location.

Gender in this study means all the male and female business education graduates in Akwa-Ibom State that owned small scale business operation. Koko (2015) observed that female entrepreneurs are likely to survive than their male counterparts due to unequal economic activities and inequalities of access to productive resources.

Location as used this study refers to geographical area in which the business education graduates run their small scale businesses which includes urban/rural. Akabueze (2012) held that urban and rural dwellers show very good population through the creation of jobs, for the youths as they are interest in SSB rescued out of unemployment and poverty, and thereby impact upon developing with skills, self-esteem and self-sufficiency in the state. Muktar (2009) stated that operators of small scale business in rural areas may face more obstacles to business success than their counterparts due poor application of limits rural areas performance in terms of sales revenue, assets, profit margins and likelihood of business survival.

Small scale business (SSB) is recognized as integral component of economic development in the effort to lift countries out of poverty (Wolfenson, 2011). Small scale businesses are driving forces for economic growth, job creation and poverty reduction in developing countries. While the contributions of small businesses to development are generally acknowledged, enterprises in this sector face many obstacles that limit their long term survival and development. Some researches into small-business development have also shown that the rate of failure of small scale businesses in developing countries is higher than in the developed world (Medugu and Dawha, 2015). It appears that, it is still uncertain on how small scale businesses contribute into National development in developing countries.

The desire for every small scale business operator is to ensure that his business survives as a going concern. To achieve this, appropriate entrepreneurial skills must be required. A casual observation shows that most small scale business operators do make use of

entrepreneurial skills but to some extent. Akinola (2011) pointed out that it takes special skills to succeed as a small scale business operator and that the success of a business is due to many factors but the greatest determinant of a business success is the level of entrepreneurial skills required by the small scale business operators. In agreement, Gana in Sulayman and Akaeze (2014) stated that once a business ceases to be in operation, it is said to have failed. This implies that the appropriate entrepreneurial skills were not properly utilized.

Many of the small scale businesses crumbled shortly after being floated due to the failure of their owners to utilize appropriate skills acquired for business success. People engage or venture into small scale businesses without utilizing relevant entrepreneurial skills required for effective operation. As a result, failure follow instead of success. Thus in an attempt to facilitate entrepreneurial development in the country, the government of Nigeria through various agencies and academic institutions is focused towards the development of models of entrepreneurial education and skills acquisition (Adams, 2012). This is geared towards combating youth unemployment by facilitating productivity and development of small scale enterprises.

Statement of the Problem

The desire and willingness of entrepreneurs in Akwa-Ibom State to succeed in small scale businesses operations is very high but casual observation indicates that these businesses are not doing well. Consequently, entrepreneurs are not playing their expected roles in the economic growth and social development of the state. This situation is of great concern to both the government and entrepreneurs. The state government has through budgetary allocation policies and pronouncements indicated interest and acknowledgement of the crucial role of entrepreneurship sub-sector to the sustainable development of the economy. There have been grants, bilateral and multilateral agencies that support and give aids to specialised institutions, all geared towards making entrepreneurs vibrant by creating jobs to

sustain the economy yet no evidence of improvement. Consequently, unemployment is everywhere and graduates are compelled to engage in daily casual work to earn a living.

University business education graduates by their education and training ought to possess the relevant skills in business management; information and communication technology (ICT); marketing, creativity, and human resources that would enable them establish and run their own businesses successfully. Akpan (2004) opined that the expectations for which business education was introduced in the Nigerian school system have not been fully met because many of them are not performing effectively in paid or self-employment. Okwuanaso (2004) observed that poor performance of graduates from tertiary institution could be attributed to poor utilization of appropriate entrepreneurial skills needed for business success. Ekot (2012) reported that most graduates who venture in small scale business come out mid-way as failures, mostly because they seem not to have been adequately and sufficiently prepared.

The problem of this study is that there is a high failure rate in small scale business operations in Akwa-Ibom State. This situation is retarding economic and social development in the State. Many business education graduates who are the small scale entrepreneurs in State start their businesses without any idea of how much money would be required for such businesses. Consequently, they give up too quickly owing to inadequate knowledge of the demands and risks of such businesses or operations. It is against this background that the study sought to determine the entrepreneurial skills required by business education graduates for small scale business operations in Akwa-Ibom State, Nigeria.

Purpose of the Study

The purpose of this study was to determine the entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State. Specifically, the study determined.

1. Business management skills required by business education graduates for small scale business operation in Akwa-Ibom State.
2. Information and communication technology (ICT) skills required by business education graduates for small scale business operation in Akwa-Ibom State.
3. Marketing skills required by business education graduates for small scale business operation in Akwa-Ibom State.
4. Creativity skills required by business education graduates for small scale business operation in Akwa-Ibom State.
5. Human resources management skills required by business education graduates for small scale business operation in Akwa-Ibom State.

Significance of the Study

The findings of this study would be beneficial to different persons and groups of person such as: business education students and graduates, business operators, academia, administrators, government and future researchers.

The findings of this study would benefit business education students and graduates. It will help them to know those entrepreneurial skills that are available in the business education programme. This would enable them to have more interest in the entrepreneurial skills acquisition.

The findings of this study would benefit business operators. It would create insight on the entrepreneurial skills required for their successful business operations in Akwa Ibom

State. It would also provide to them relevant information needed in their business to win the heart of the public to make purchase from their businesses.

The findings of the study would benefit the academia. It would help them to see the need to integrate entrepreneurship education into the business education curriculum. The findings would provide information to the academia for the purpose of improving the entrepreneurial skill's needs of the business education curriculum. It would help to redress the current dearth of empirical evidence especially in business education. The study would help academia to develop curriculum that would incorporate entrepreneurial skills that will facilitate training of business education students in order to acquire the basic work place.

Findings of this study would benefit government. It would enable the government to know those skills/competencies that are derivable from business education programme. There by, providing facilities and human resources to universities which would enhance effective teaching and learning.

The findings of this study would benefit the administrators/proprietors of schools. It would enable them to understand the need to provide and equip laboratories especially business education department. This would help in bringing tremendous change in the quality of graduates from the department.

Finally, the findings of this study would benefit the future researchers. It would help the future researchers by adding to the pool of information that already exists in this area. It would serve as resource materials as well as provide an insight into areas that require greater emphasis in business education programme. The researchers would be induced by the findings of this study to carry out researches on the areas to be suggested for further studies.

Scope of the Study

This study focused on entrepreneurial skills required by registered small scale business graduates in Akwa-Ibom State. The content scope covered business management,

information and communication technology (ICT); marketing, creativity, and human resources management skills. The respondent variables in the study are delimited to gender (male and female) and location (urban and rural).

Research Questions

The following research questions guided this study:

In an opinion of business education graduates involved in small scale business operation in Akwa-Ibom State, to what extent do you possess:

1. Business management skills for small scale business operation in Akwa-Ibom State?
2. Information and communication Technology (ICT) skills for small scale business operation in Akwa-Ibom State?
3. Marketing skills for small scale business operation in Akwa-Ibom State?
4. Creativity skills for small scale business operation in Akwa-Ibom State?
5. Human resources management skills for small scale business operation in Akwa-Ibom State?

Null 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 business education graduates on the extent they required business management skills for small scale business operation in Akwa-Ibom State.
2. There is no significant difference in the mean ratings of business education graduates on the extent they required business management skills for small scale business operation in Akwa-Ibom State as result of location (urban or rural).
3. There is no significant difference in the mean ratings of male and female business education graduates on the extent to they required information and communication technology skills for small scale business operation in Akwa-Ibom State.

4. There is no significant difference in the mean ratings of business education graduates on the extent they required information and communication technology skills for small scale business operation in Akwa-Ibom State as result of location (urban or rural).
5. There is no significant difference in the mean ratings of male and female business education graduates on the extent they required marketing skills for small scale business operation in Akwa-Ibom State.
6. There is no significant difference in the mean ratings of business education graduates on the extent they required marketing skills for small scale business operation in Akwa-Ibom State as result of location (urban or rural).
7. There is no significant difference in the mean ratings of male and female business education graduates on the extent they required creativity skillsfor small scale business operation in Akwa-Ibom State.
8. There is no significant difference in the mean ratings of business education graduates on the extent they required creativity skills for small scale business operation in Akwa-Ibom State as result of location (urban or rural).
9. There is no significant difference in the mean ratings of male and female business education graduates on the extent they required human resources management skills for small scale business operation in Akwa-Ibom State.
10. There is no significant difference in the mean ratings of business education graduates on the extent they required human resources management skills for small scale business operation in Akwa-Ibom State as result of location (urban or rural).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with a literature related to the study and was presented under the following sub-headings:

Conceptual Framework

Entrepreneurial Skills

Business Education Graduates

Small Scale Business

Theoretical Framework

Schumpeterian Theory of Entrepreneurship

Harbermas Theory

Theoretical Studies

History and Objectives of Business Education

Entrepreneurial Training in Business Education

Entrepreneurial Opportunities in Business Education

Who is an Entrepreneur?

Entrepreneurship Skills and Small Scale Business Operation

Empirical Studies

Business Management Skills required by Business Education Graduates for SSB Operation

Information and Communication Technology Skills required by Business Education Graduates for SSB Operation

Marketing Skills required by Business Education Graduates for SSB Operation

Creativity Skills required by Business Education Graduates for SSB Operation

Human Resources Management Skills required by Business Education Graduates for SSB Operation

Summary of Review of Related Literature

Conceptual Framework

Relevant concepts in the title of this study were reviewed in this section as follows: entrepreneurial skills, acquisition, business education graduates and small scale business operation.

Entrepreneurial Skills

Skill is defined as the rapidity, precision, expertise, dexterity and proficiency exhibited through mental and manual repetition of performance of an operation. It is a well established habit of doing something through the acquisition of performance capabilities. Skill is the ability to do something and such can only be required through training and practice. Skill according to Agoha (2011) is the art of possessing the ability to power, authority, or competency among others to do the task required of individual on the job. Etonyeaku (2008) defined skill as the capacity of a person to accomplish a tasks with desired precision and certainly. Skills are abilities for adaptive and positive behaviours that enable one to deal effectively with the demand and challenges of everyday life.

Entrepreneurial skills are simply business skill, which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur or as a self employed (Folahan & Omoriyi, (2006). Aneke (2011) also defined entrepreneurial skills as skills relating to identifying business opportunities and receiving a sustainable income from these opportunities. The acquisition of entrepreneurial skills means combining personal characteristics, financial resources within one's environment and taking advantage of them for rewarding outcome. Brouwer (2012) opined that the acquisition of entrepreneurial skills means possessing the ability to find and evaluate business opportunities, gather the necessary resources, initiate appropriate action to ensure success; and implement actions to take advantage of the opportunities for rewarding outcome. Entrepreneurial skills are those skills

that enable one to form and exploit entrepreneurial opportunities at profit level. Entrepreneurial skills are abilities for adaptive and positive behaviours that enable one to deal effectively with the demand and challenges of everyday life. Entrepreneurial skill falls into four main groups as follows: personal skills, inter-personal skills, business skills and managerial skills:

Personal Skills:

These skills are the individual attributes one has such as personality and work habits. This describes what one is like and how an individual would naturally go about doing things. It is often related to how one fit into the culture of the problem solving skills, team building skills, goal setting skills, planning skills, communication skill and self-control skills. Personal skills are useful in personal life, professional life-style or business operation and transactions.

Inter-personal Skills:

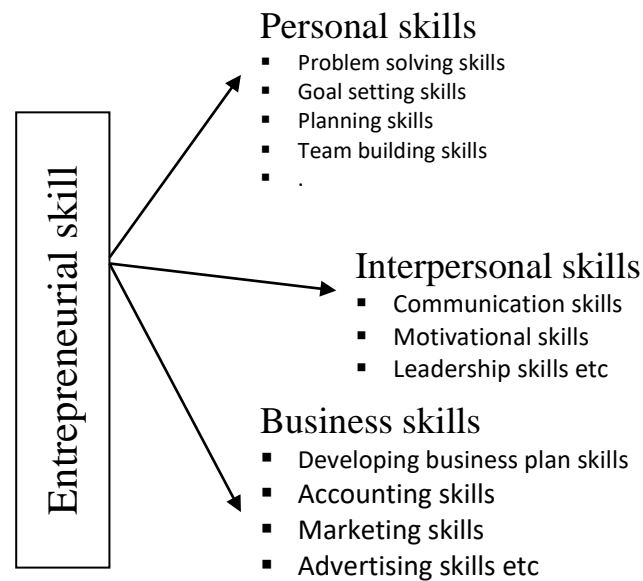
Inter-personal skills are behaviours and feelings that exist within, that influence interrelation with others. Such include communication, anger management and conflict resolution skills, voicing of ones thought effectively. Appreciate and value skills, comprehending others opinions etc.

Business Skills:

Business skills are attitudes to develop knowledge and aptitude and excel in business. Such skills include marketing skills, ability to advertise products effectively, familiar with business environment, business laws, licensing, insurance and leasing, ability to determine the extent of the market and seasonal fluctuations, ability to possess product distribution, identification, pricing, labelling and packaging skills, ability to interpret factors of which indicate extent of strength of competitions, ability to determine current and future trends in

the market, ability to understand and exhibit customers needs and demands at a particular time, ability to have good public relation skills.

This could be seen in figure 1



(Source: The researcher's diagram showing branches of entrepreneurial skills).

The various skills embedded in business related programmes need to be explored and learned by prospective graduates for them to succeed and later as entrepreneurs. However, graduates of business related programmes without the relevant entrepreneurial skills content will find the labour market most unrewarding and unfavourable in terms of creating job for them and also seeking jobs where non exist. In the context of this study, entrepreneurship skills serve as an avenue to reduce unemployment, help the practising entrepreneurs to be successful and achieve the aim of their goals.

Entrepreneurship is having access to skills and knowledge. Entrepreneurship is the process of developing new skills in assisting entrepreneurs to be more effective and efficient in running their businesses (Lucky & Olusegun, 2012; Parilla, 2013; Zahra & Wright, 2011). Entrepreneurship describes the behaviour of profit seeking individuals or an institution that organize other factors of production with a view to producing goods and providing services for profit making (Akpan, 2007). Entrepreneurship is a way of thinking, innovation and astuteness to own and manage a venture (Makhbul & Hasun, 2011). According to Agomuo (2005), entrepreneurship is a process of bringing together creative and innovative

ideas, combining them with communication and marketing skills in order to combine people, money and resources to meet an identified need and thereby create wealth. It is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is restricted to strategic or innovative ideas.

Entrepreneurship has been identified as a critical element in the structural and functional transformation of any economy (Eno, 2010) in developing countries. The importance of entrepreneurship cannot be ruled out. Akpan (2010) saw entrepreneurship as an economic process of creating incremental wealth by individuals who assume the major risk in terms of equity, time or career commitment or providing values for the same products or services.

In the context of this study, entrepreneurship refers to willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is thus, the process of learning the skills needed to assume the risk of establishing a business.

Business Education Graduates

Business education graduates are those manpower resources or persons who possess the requisite knowledge, skills and attitudes for harnessing other resources and bringing them into cooperative relationship to yield the goods and services demanded by the society for total satisfaction (Akpan 2015). Business education graduates are graduates of business education who possess entrepreneurial skills and competencies in the course of their training in business education which are required for use in business office; clerical occupation and business analyses.

Business education graduates are those qualified and competent graduates in business subjects who will be able to do well in the business world as a producer or consumer of goods and services that business offers. Graduates of business education are those individual who

had been trained in the philosophy of total education as well as general education which emphasizes skills acquisition for use in the office and world of works. (Akpan 2007)

According to Osuala (2009), graduates of business education are those persons who hold at least any of the following qualifications N.C.E, B.Sc (ed) among others in business education and are able to play critical roles in making business education viable and visible in the community, play critical role of agent of change in business education and deliver high quality business education programmes that are equal to any academic offering in the school system and are able to identify problems facing learning of entrepreneurial skills and able to proffer solutions.

Business education graduates having gone through business education programme should possess skills needed in the world of works for entrepreneurial success such as: ability to identify and use market opportunities, ability to set appropriate goals, ability to organize resources (human and material) for goal attainment, ability to be resourceful and creative, ability to develop skills for effective utilization of project for the growth of his/her firm, ability to plan, organize, direct, control, lead, manage and good knowledge of commerce.

Therefore institutions need to be well equipped with modern facilities such as the internet, computers and computer laboratory, copiers, printing machines, printers, laptops, among other resources both in human and materials for the training of candidates for labour market as they become graduates go to the society to positively face the challenges of contributing significantly to the development of their society. Esene (2007) defined business education as contributing education for and about business or training in business skills necessary for office occupations. This means that business education is a productive and functional education which could lead to self-employment and self-reliance. Ekpenyong and Ojo (2008) listed the major goals of business education as

“adopting the various business concepts acquired in class to real life situation, acquiring skills and competencies required for

the performance of basic jobs such as taking simple administrative decisions and dealing with correspondence, keeping simple records of accounts and other transactions in the office and plan productive roles in a free enterprise economy” (p.78).

Small Scale Business

Small-Scale Business (SSBs) varies from country to country, region to region and from agencies to agencies. Different authors often use different parameters such as the number of employees, sales volume, turnover and capital to differentiate small, medium and/or big scale enterprises (Ahmed, 2011). The Central Bank of Nigeria in Obiwuru, Okwu, Akpa, and Nwankwere (2011) defined small-scale enterprises as those businesses whose annual turnover was not more than N500, 000. Federal Government of Nigeria (2008) defined small-scale enterprises for purposes of commercial bank loans as those with an annual turnover not exceeding N500, 000, and for Merchant Bank Loans, with capital investments not exceeding 2 million naira (excluding cost of land) or a maximum of N5 million.

According to Akpan (2015), small scale means smaller or less important than other things of same kind e.g. small scale enterprise. The question has always been how small is a small scale business? There appears to be no consensus on the definition of small scale business. It is only operational definitions that are available. The Nigeria Bank for Commerce and Industry in Muhammad Chan, Yaso and Hassan (2010) defined small scale enterprise as one whose capital does not exceed ₦750,000. According to Inegbenebor in Imeokparia and Edigbonya (2014) a small scale business is any business undertaken, owned, managed and controlled by not more than two entrepreneurs, has no more than twenty employees, has no definite organizational structure (that is, all employees report to the owners) and has a relatively small share of its market. Small and Medium Sized Development Agency of Nigeria (SMEDAN) defined SSBs as a business with 10-49 people with an annual turnover of ₦5 to ₦49,000.000.00 (€228,469,28).

Small scale business Davies (1982) quoting the American Committee for Economic Development (ACED) as a firm having at least two of the following four keys:

- 1) Management of the firm must be independent and usually, the managers are the proprietors or entrepreneurs.
- 2) The relative size of the firm with its industries must be small when compared with the biggest unit in the field.
- 3) The area of operation must be mainly local, with workers and owners living in one home, community or country.
- 4) The capital is supplied by the owner.

These measures can be in terms of scale, number of employees or workers. The United Nations Industrial Development Organization (UNIDO) however defined a small scale business as any business having employees strength of less than or equals one hundred and fifty (150). The definition though tenable is not sufficient because it is only concern with one aspect of the business, which is the employee.

The Industrial Research Unit of Obafemi Awolowo University (2004) defined a small scale business as one whose total assets in capital equipment and working capital are worth less than N250000 and employees fewer than fifty full time workers. Federal Ministry of Commerce and Industry in conjunction with Nigeria Bank for Commerce and Industry (NBC) agreed that any industry operating within the cost context of N750000 is a small scale business excluding landed property and according to NBA, this definition was to be valid till 1990. Existing definitions vary among different countries, authors, institutions, sectors and groups of professionals. Generally in determining what small scale business should be some criteria have been used: number of employees, size of capital investment, asset volume, sales volume, financial strength, and so on. Against this background, there are varied definitions used in different circumstances in Nigeria.

A small scale business is defined as a business undertaking which is owned, managed and controlled by not more than one or two entrepreneurs, and has not more than thirty employees, with a highly personalised organizational structures depends on internal sources capital to finance its operations, using low technology, and has relatively small share of its market (Idialu in Amoor, 2010). From this definition, one can isolate certain unique characteristics of small scale business as follows: It is actively managed by his owner, It operates in localized market, It depends on relatively simple and low technology for its operation, It depends on low capital requirements for start-ups, It is a relatively small size within the industry.

Passion: It is what gets him started and keeps him there. It gives him the ability to convince others to believe in his vision. This helps him to stay focused and to get others believe in his plans.

Self-confidence: This come from thorough planning, which reduces uncertainty and the level of fear of risk. It gives the entrepreneur the ability to listen without being easily swayed or intimidated. He is Smarts. This consists of common sense joined with knowledge or experience in a related business or endeavour. It also consists of employment, education and life experience.

An entrepreneur: Is a value-adder and present the wealth of a nation and its potentials to generate employment. One introduces new technology and technological changes and improves quality of one's products.

Success and Failure Factors in Business.

Akabueze (2012) states that there are three basic factors responsible for business success, hard work, drive and dedication. According to the Griffin, new business operators must be committed to succeeding and be willing to put in much time and effort to make it happen. Careful analysis of market conditions can help new business owners assess the

probable reception of their products in the market place. This analysis will provide insight about market demand for proposed product and services.

Managerial skills also contribute to success. Successful business owners must have acquired competence through training or experience or by using the expertise of others. Few entrepreneurs succeed alone or straight from institution. Most of them spend time working in successful companies and or partner with others to bring more expertise to a new business. Furthermore, on factors that cause entrepreneurs to succeed or cause success in business, Okenwa (2010) proposed the following factors:

1. The ability and willingness of the entrepreneur to respond to business opportunities. Often referred to as entrepreneurial capacity.
2. The presence of a supportive set of institutions – including financial institutions – e.g. social structure and values.
3. The availability of business opportunities in the society.

Okenwa further added that some other factors could be responsible for entrepreneurial success such as:

One may have good plans, experience; educational qualification, finance and so on but if lack entrepreneurial skills, you may not do well in the business operations .

Planning: There are so many factors to consider before establishing a business. These include: finance, location of business, customers, type of business, hours of business, prices of products, accessibility to customers. If there is no plan, the business is subject to fail.

Record Keeping: Record keeping is imperative to business success. It helps to assess what the organization on enterprise requires of staff performance. Record keeping helps to make informed decisions regarding how skill gap will be addressed in order to best meet business needs. Record keeping must be maintained copies of document must be kept and located when required. Record keeping ease in sorting documents, supportive to planning

organizational budgets, ease in replying incoming mails. Record keeping produced as evidence and increase efficiency.

Human Relation: Good human relation is another key to successful business operation. It usually requires careful planning, persistent efforts. According to Bernard (200!) public relation is commitment to hard work, self initiative, determination to succeed, resourcefulness and a genuine appreciation of other people. Individual character matters a lot as far as public relation is concerned.

Public relation involves a lot for desirable traits and skills because it includes likeability, responsibility, dependability, flexibility, professionalism, respectability, approachability and so on. It is very difficult to teach a person to be pleasant or punctual to work or event, but all these are good characteristics of public relation and work habit to break the success in the business. In small scale business networking is essential.

Idea: This is the act of transforming ideas into reality, the practical tools for the realization as business ideas. Many people have the ability to start a business but no skills nor ideas. All one need is core knowledge about operating the business to a standard of meeting customers' needs. One asks oneself some pertinent questions when ideas set into one's mind. Who are to be my target customers? Would the products or services be cheaper and always ready and available to them on time?

Motivation: Akpan (2012) defined motivation as the concept used to describe what energizes behaviour, sustains it and direct it to a goal and purpose. Motivation is a great weapon that can cause entrepreneurs to perform effectively in their businesses. Amesi (2010) referred to motivation as those phenomena which stimulate action towards particular objectives. Some questions are to be considered: What do one want to get out of the business? Why do one choose to be small scale entrepreneur? What motivates you to be independent, have power and position to do a business one really enjoys doing. Entrepreneurs do not give up in the

face of difficulties or challenges entrepreneurship's self-motivation defines his interest, zeal, commitment and persistent effort in the discharge of his business activities.

The Ability: Ability to understand one's business, understand customers, to perform, provide and satisfy customers' wants. Ability to build "one and customers partnership". Ability to perceive, select, organize and interpret sensory input (i.e. what they see, hear, touch, taste and smell) to give meaning and order to the world around them.

Finance: The most important aspect of small scale plan focuses on estimation of financial need and identification of sources of funds such as personal income bank loans, loans from friends. Osuala (2004) identified some factors that could enhance successful operation of small scale businesses, such as : Choice of business, Education and experience, Internal team, Connections, Knowledge of market mix, Good customer relations, Ability to keep accurate sales/credit, Sales records, Ability to keep competent sales employees, Terms of payment and Location/site of the business

Theoretical Framework

Theories underpinning this study are reviewed in this section as follows;

Schumpeterian Theory of Entrepreneurship

The theory states that with treaties of circular flow of activities of an entrepreneur is willing and able to convey a new idea into successful innovations. The theory was propounded by Joseph Schumpeter in 1949. The author was not interested in describing the characteristics of an individual entrepreneur or entrepreneurial group, rather his concern was on the role of entrepreneurship. The theory states that entrepreneurship which he called "creative response" as the fundamental phenomenon or the decisive factor in the process of economic development and that economic development depends on how widespread entrepreneurial acts take place in an economy. Entrepreneurial acts used by Schumpeter referred to those innovative activities of mobilizing productive resources for the purpose of

doing new things or doing things that are already being done in a new way. He maintained that the major motivation for entrepreneurial activity is profit, and that factors which inhibit entrepreneurship development includes uncertainty associated with business decision, psychological aversion to change, and society's reaction against new ideas.

The Schumpeterian theory believes that, entrepreneur rely upon conventional resources of finance such as saving, bank credit and plough back profit to finance his new ideas. This is one aspect of Schumpeterian theory that can be used by modern day entrepreneur in his search for both start-up and working capital.

The implication of the Schumpeter theory of entrepreneurship to this study is that entrepreneurship is more than simply starting a business. It is a process through which individuals identify opportunities, allocate resource and create value. It is believed that, to create value, un-met needs must be discovered among business education graduates with a view to transforming innovation into economic goals. Entrepreneurs when treated as enterprise help develop new skills and experiences that can be applied to many other challenging areas in the society. Entrepreneurs will now know that they have to take risk and source for money to start up their small scale business and not depending on their saving before they could start up their small scale business operations. Also graduates of business education could avail themselves of any of these enterprises governing their skills and the amount of resources at their disposal. The ability to start up a small scale business operation depends on core knowledge about operating the business to a standard.

Harbermas Theory

The theory state that entrepreneurship focuses on building and development of enterprise and hardwork. This work also hinged on Harbemas theory (1971) and postulate the three categories of human interest, namely: technical, practical and emancipator. Technical interest relates to work; for work stimulate inquiry into the means of controlling the environment

through the use of instrumental action. Instrumental action is based on the information that expands technical control over the environment.

Practical interest constitutes a knowledge domain which is evident in human interaction or communicative action which is founded on historical-hermeneutic science of interpretation and explanation. Emancipators interest is the third and final domain of knowledge claim. The major thrust of this domain is the development of power of critical re-analysis of ideas and propositions through self-reflection (Ekpenyong, 2008). Harbermas referred to each of this areas or domain of knowledge that claims can be made.

These theories are relevant to the study since they emphasize on acquisition of skills such as; business management skills, ICT skills, marketing skills, creativity skills and communication skills.

Theoretical Studies

This section is reviewed under the following sub- headings;

History and Objectives of Business Education

Uzo-Ononkwo in Esene, (2012) defined business education as that aspect of the total educational programme that provides the knowledge, skills understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers. Uzochukwu (2007) defined business education as that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offer. According to Ukor (2009), business education represents a broad and diverse discipline that is included in all types of educational delivery system – elementary (primary), secondary and post secondary. Business education could be offered at any level of education. It includes education for office occupation, distribution and marketing occupations, business teaching, business administration and economic understanding.

Okoro (2009) stated that business education means education for and about business, or training in business skills and competencies requires for use in business offices, clerical occupation and business policy analysis. It is a training that gives an occupational identify. Esene (2012) observed that business education as that area of education process which concerns itself with vocational and professional preparation for a career which is important for every citizen and consumer in order that they may better understand; use their business and economic surroundings. It is in line with the opinion of Nwafor (2002) that the component of business education include courses like: Accountancy, Business Administration, Management, Marketing and Distribution; Finance and Banking, Secretarial Studies and Purchasing and supply.

Osuala (2004) described business education as systematic learning experiences which are designed to fit individual and prepares students to handle their own business affairs and to function intelligently as consumers and citizens in business community. Okwanaso and Nwafor in Tonne (2011) categorized business education into two (2) major components called “Education for Business” (EFB) and “education about business” (EAB).

Education for Business (EFB): This is an educational training programme through which recipients could be fit into or be employed in four major occupational areas namely:- Book-keeping and accounting jobs. Clerical and general office jobs; stenographic and secretarial jobs; and distributive and marketing jobs.

Education about Business (EAB): It is all about any programme of studies that offers information to consumers and act as a guide, advises or educates them about the use of money in various business situations is also termed as Business Education.

Harms and Stehr (2010) considered business education as the total activity which is planned, organized and developed in favour of the preparation of youth for responsible economic participation in the country. Business education is defined by Akpan (2014) as a

type of training which, while it helps to achieve all the aims of education at any level of learning, has its primary objectives is the preparation of subject for entrance upon a business career or having rendered efficient services therein and to advance their levels of employment to high level.

According to Ezenwafor (2012), Business education is a programme of instruction that consists of two parts (a) office education (b) general business education programme which provides the recipients with competencies and skills needed in the management, personal business affairs and using the services of the business world. Esene (2007) saw business education as that area of education process which concerns itself with vocational and professional preparation for career which is important for every citizen and consumer in order that he may better understand and use his business and economic surroundings. Notwithstanding, the fact, that some disagreements exist in the definition about business education. The professional literature in recent years stressed more and more on a dual purpose and most business education accept this premise. As a statement in a recent year book points out never before has been such widespread agreement that business education has an important contribution to make to economic literacy of every student.

The Aims and Objectives of Business Education as seen in Azuka (2009) are in line with the definitions expounded above are:

1. To educate individuals for and about business
2. To provide a continuous programme of planned learning experiences designed to equip individual to fulfil effectively three (3) roles:-
 - a) to produce and contribute goods and services as workers
 - b) to use the results of production as consumers
 - c) to make judicious socio-economic decisions.

3. To provide career information that helps students relate their interest, needs, and abilities to occupational opportunities in business.
4. To provide educational opportunities for students preparing for career in another field other than business to acquire business knowledge and skills needed to function effectively in those careers e.g. to handle both oral and written communications to develop effective inter-personal and human relation skills.

Ojukwu (2006) observes that although business education has specialized goals, it also support the objectives of all education. According to him, a primary aim of general education is to develop basic skills in reading, writing, arithmetic and computing. Many of our students are willing to acquire these basic skills as they are acquiring other competencies. For instance in business classes, students learn to appreciate the importance of reading and computational skills in a job-related setting. It is important to note that Business Education has a special responsibility to promote these basic skills because of their relevance to later school and job success. Akume (2006) stated that:

However, to the student with a career objectives, Business education is vocational, that is, education to enter and advance in a job. Such career objectives include the development of technical competencies required for business standards. In addition, the students acquire an understanding of the business system commensurate with the level of instructions. The third component is adjustment to the work environment as students begin to understand how their skills are used in business operations; how work is assigned and controlled; what constitutes acceptable business appearance, decorum and speech; how jobs are interrelated; what time and quality standards are adhered to; and how responsibility standards are adhered to, and how responsibility relates to job success (p.82).

This aspect of jobs training starts in elementary business courses through business like: classroom organization and management through helping students organize their work before starting an assignment, through developing standard business behaviours and performance, and through establishing early communication with the community. The Joint Committee of the National Business Education Association and Business Office Education

Division of American Vocational Association (1980) stated that business education is a broad comprehensive discipline that's instructional encompasses:

- a) The knowledge by all citizens in order to effectively manage their personal business and economic system.
- b) The vocational knowledge and skills needed for entry-level employment and advancement in a broad range of business careers.

Finally, Anao (1986) saw business education as the sum total of knowledge, skills and attitudes that are required for successfully promoting and administering a business enterprise. Anao further indicate that the goal of business education is the production of manpower that possess the requisite knowledge, skills and attitudes for harnessing other resources and bring them into cooperative relationship that yields the goods and services demanded by society for the satisfaction of wants and needs.

Entrepreneurship Training in Business Education

Entrepreneurship Training is all about transforming an idea into reality, the practical tools for realization as commercial ideas are found in educational process. The incorporation of business education programme into the practical subject which is designed to help in solving the problem of unemployment by turning out job creators is entrepreneurship training. Entrepreneurship training requires a long period of preparation which must result in acquisition of special knowledge and skills. Entrepreneurship training according to Ademuliyi (2007) is a practical creativeness which combines resources and opportunities in new ways by inculcating ideas, innovation and technology. Entrepreneurship training and formal education are very similar, formal education is usually thought of studies in schools. The informal education is self – study. This is where an individual read books, listen to tapes and learn through other media. Observing life itself is a form of education. The objective of classes or self-education is usually to gain knowledge about facts, events, principles, concepts

and so on. In some classes a student may be required to demonstrate the memorization of facts. In some other classes may be asked to apply rules to solve problems.

On the other hand, formal training is usually concern with gaining knowledge. Entrepreneurship training is a process of guiding students to acquire or possess certain skills. Entrepreneurship training does not require verification but concerns with acquisition of skills. Entrepreneurship training could be handle by agencies such as National Directorate for employment (NDE) Niger Delta Development Commission (NDDC) in collaboration with government operate vocational centres where youths, graduates or adults are trained on available skills. Such as in computer, motor mechanic, tailoring, welding, building, bakers; driving, barbering, plumbing; electrical and other related business skills.

The aim of entrepreneurship training is for the purpose of self development and self reliant and employment generation and technological development. The essence of entrepreneurship training programme is to enable both the entrepreneurs and graduates of business education walk through the steps of writing statement of purpose in their business. In the context of this study, entrepreneurship training is all about transforming ideas into reality.

Entrepreneurial Opportunities in Business Education

Nigeria, like many other developing nations of the world, has been faced with economic problems like poverty, unemployment, economic recession and other social vices. In bid to reverse this trend, the federal government in her universities, colleges of education, polytechnics have embarked on remedial measures aimed at encouraging self-reliance through vocational and technical education and entrepreneurship education (Uwa, 2012), Osuala (2004) asserted that the process of bringing together creative or innovative ideas and combining them with management and organisational skills in order to combine people, money and resources to meet identified needs and thereby create wealth is

entrepreneurship. Filani (2006) observed that entrepreneurship enhances self-employment or self-reliance and thus promotes national survival.

The current massive unemployment of both youths and adults as a result of global economic crises, recession and economic meltdown have caused the federal government to emphasize the need for all Nigerians to strive for self-reliance. Filani further explained that the aim of entrepreneurship programme is to encourage and train undergraduates of secondary school and higher institutions of learning to put in place courses of study in this area for self-reliance and self-employment. Business education as an education for and about business, training in business skills and competencies (Okoro, 2007). For instance, graduates of business education do find jobs in private offices, companies and public sectors because the curriculum offers knowledge in subjects areas include: Accounting, Management, Secretarial Studies, Office Practice, Information and Communication Technology (ICT), Commerce, Business Studies and Marketing which enable the recipient to seek career in business.

These opportunities in business education include development of small scale operations, which if properly managed are able to keep members of families gainfully employed and sufficient income with which to maintain standard of living and continually improve their standard of living. Business education graduates after training are expected to possess risk bearing skill, self-confidence skill, good leadership skill, and moral attitudes which are needed for entrepreneurial success. Adebayo (2007) identified establishment of documentation centre, information centre, business centres, computer/word processing centre, browsing, rendering of accounting services, marketing/salesmanship services in order for poverty alleviation among graduates.

The concern of business education programme is that the level of poverty and unemployment with their attendant of social ills in the country seems to continue to increase

at alarming rate; therefore, a solution has to be proffered to this situation. This serious development attracted the world leaders in September, 2000 which gave birth to the Eight (8) millennium development goals (MDGs) with poverty reduction, wealth creation, employment generation and value pre-orientation (Azubuike, 2006). In the same vein, the National Planning Commission (2004) stated that NEEDS policies will create about seven (7) million new jobs by 2007 by making it easier for private enterprises to thrive by encouraging people to be trained in skills acquisition programmes relevant to the world of work. The concept of innovations and newness therefore, is an integral part of entrepreneurial development in Business education programme. Exposing undergraduates or students in this discipline to relevant skills will enable them to possess the skills that would help understand all forces at which is an indispensable attribute to an entrepreneur (Nwaukwa, 2015).

Ability to identify real business opportunity is a skill. It comes from knowledge and sensitivity to economic environment. Business opportunities come from information and experience. To this end, it is pertinent that undergraduates be tailored to expose the learners to the ability to become sensitive to the environment, with a view to obtaining information that will aid them identify areas of needs and that would help them become successful operators. Akpan (2014) opined that knowledge and skills required by business education graduate are important factors that influence the ability to conceive business ideas. Knowledge and skills assist in determining the feasibility of the idea conceived. Akpan concluded that the knowledge and skills as well as experience and information are the vital sets of factors that engender business ideas. But that vision or ambition enhances physical manifestation of ideas in the form of useful products of services through entrepreneurial opportunities. Entrepreneurial opportunities are always present especially in today's technological society.

Ordu (2010) opined that in today's modern offices, large amount of data are created, processed, stored, retrieved and disseminated daily because of technological innovations. Delmar and Davidson (2010) recognizing the impact of modern innovations in entrepreneurship observed that as modern innovation are being introduced into the society, new methods of handling them are often needed. As new skills and concepts are to be learned, leading to the emergence of new job opportunities. The business education graduates who had required these entrepreneurial skills would be sensitive and alert to the opportunities, to perceive their existence even when others without such skills cannot. Applying their entrepreneurial skills, analyse the current supply in terms of resources. Their interest here is the possibility of new products or services by careful combination or re-combination of resources aimed at creating more new values for consumers than it has been. The recognition and exploitation of entrepreneurial opportunities depend on the acquisition of entrepreneurial skills.

Entrepreneurship education provides practical applications for students. Entrepreneurship education according to Ovaiwe has been used by nations like Germany, China to set up unique engineering-oriented business programmes in the university where their potential engineers are encouraged to seek out ideas and subsequently develop the promising ones from invention phase to commercialization. Entrepreneurship education helps to reduce rural-urban drifts, develop local technological base which will help in transferring the much needed technology for the rapid transformation of the country, and to conserve foreign exchanges which will result from reduced importation of machineries and equipment, raw materials and payment of foreign experts. These behaviours according to Akpan (2014) can be practiced, developed and learned.

In the context of this study, entrepreneurship education helps in developing, understanding and has the capacity for the pursuit of entrepreneurial skills, attributes and behaviour.

Who is an Entrepreneur?

A small scale business operator is an independent person who sees to the management of his or her business. He is an entrepreneur.

The word entrepreneur is derived from French word “*entrepredre*” and it means “enterpriser”, “undertaker”. The entrepreneur is a business man or woman who expands his capital on the acquisition of equipment, materials and labour services for the purpose of producing or distributing goods or providing services and thus generate a stream of revenue, the net value of which is large enough to cover his initial cost with excess/sufficient to compensate for his effort.

Ikpo (2010) defined entrepreneur as a person who has the ability to see and evaluate business opportunities, gather the necessary resources and take advantage of them and initiate appropriate action to ensure success. Entrepreneur according to Akpan (2007) is a risk taker, a man or a woman who bears uncertainties, strikes out on his/her own through a natural, devotional and singleness of purpose. Entrepreneur is a person who runs a business at his own risk (Eno, 2010). Akpan described an entrepreneur as a businessman who “puts all means of production and who finds in the value of the product, the re-establishment of the entire capital he employs and the value of the wages, the interests and rent which he pays, as well as the profit belonging to himself”. Thus an entrepreneur is a person who expands his capital (saved or borrowed) on the acquisition of equipment, materials and labour services for the producing or distributing goods or providing services and thus generate a stream of

revenue, the net value which is large enough to cover his initial cost with excess sufficient enough to compensate his effort.

An entrepreneur is considered to be a planning person with a vision and originality. Entrepreneur is considering being a reservoir of new knowledge, he decides how to operate his business, coordinates activities of the different factors; he anticipates the future trends of demand, supply and prices. Entrepreneur invests and introduces new ideas and carries out new activities (Akpan, 2014). The entrepreneur has a fore vision to plan and initiate. Schumpeter in Akpan (2014) who is believed to be the first economist to analyse the role of entrepreneur in economic development said that entrepreneurs are innovative engine of economic development. Akpan argued that “to study the entrepreneur is to study the central figure of modern economic history. The neoclassical economist opined that despite the fact, that an entrepreneur is not a factor of production, he/she plays a crucial role of directing the application of required knowledge to the production of goods and services for human consumption (Uwa, 2012).

Moreover, the entrepreneur is a person who possesses the required knowledge and skills to be successful in practice (Nwana in Offor, 2013). The entrepreneur is in acquisition of goods and services that the community has need for. Entrepreneur has the emotional and psychological drive and the means of making them available to the members of the immediate community which he belong. In this case the entrepreneur knows what his/her immediate community need and make available to them.

An entrepreneur possesses a quality of sense of purpose. Entrepreneur strive always and always to achieve excellence in all their endeavours. The entrepreneur is a ‘risk bearer’ in terms of time equity and career commitment. Entrepreneur provides values for some products or services. Thinking and rethinking ways of creating wealth and discovering better ways of utilizing resources and at the same time reduces waste. Entrepreneur is an innovator.

Entrepreneur is unique in many ways. This unique nature of entrepreneurs makes them eager to make innovations that will enhance the economy of the country in all ramifications. Driven by these wonderful desires of the entrepreneur's one begins to wonder why an entrepreneurial education in Nigeria is still undergoing a metamorphosis. This explains why it is appropriate to encourage entrepreneurship education among our youth since it is education that creates entrepreneurial perspective in an individual to bring forth ideas and add values to an individual's life and impact positively on the socio-economic life of the community and socio-economic development.

Becoming an entrepreneur means more than just getting an idea and finding finance to operate a small scale business. Operating a small scale business requires skills and knowledge component. Uche (2008) identified the following as characteristics of an entrepreneur:

- a) The entrepreneur has an enthusiastic vision. This vision is the driving force in his operation
- b) This vision is supported by an interlocked collection of specific ideas not available to the market place.
- c) The overall blue print to realize the vision is clear, however, details may be incomplete, flexible and evolving.
- d) Entrepreneur promote the vision with enthusiastic passion
- e) With persistence and determination, he develops strategies to change the vision into reality.
- f) Entrepreneur takes the initial responsibility to cause a vision to become a success.
- g) The entrepreneur takes product risks. He assesses costs, market and customers' needs and persuades others to join and help
- h) Entrepreneur is usually a positive thinker and a decision maker

- i) Entrepreneur has self-confidence in himself.
- j) Entrepreneur is task and result oriented.
- k) Entrepreneur has leadership and organizational skills.
- l) Entrepreneur has originality and futuristic tendencies.
- m) Entrepreneur is a decision taker who takes responsibility for the outcomes.
- n) Entrepreneur is energetic and has ability to work longer hours and independently.

In the same vein, secrets to business success in U.S. Department of State/Bureau of International Information Programme (IIP, 2009) identified the following as characteristics of an entrepreneur:

- a. It is actively managed by its owners
- b. It operates in localized market
- c. It depends on relatively simple and low technology for its operation
- d. It depends on low capital requirements for start-ups
- e. It is a relatively small in size

Passion: It is what gets him started and keeps him there. It gives him the ability to convince others to believe in his vision. This helps him to stay focused and to get others to look at his plans.

Self-confidence: This comes from thorough planning, which reduces uncertainty and the level of risk. It gives the entrepreneur the ability to listen without being easily swayed or intimidated “Smarts”. This consists of common sense joined with knowledge or experience in a related business or endeavours. It also consists of employment, education and life experience.

An entrepreneur: is a value-adder and present the wealth of a nation and its potentials to generate employment.

Entrepreneur introduces new technology and technological changes and improves quality of ones products.

- a) It depends on relatively simple and low technology for its operation
- b) It depends on low capital requirements for start-ups
- c) It is a relatively small size within the industry.

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Entrepreneur introduces new technology and technological changes and improves quality of one’s products.

Creativity: It is the push for innovation and improvement. It is continuous learning, questioning and thinking outside of prescribed formulae. It is the spark that drives the development of new products, services or ways to do business.

Dedication: It is what motivates the entrepreneur to work hard.

Determination: It is the extremely strong desire to achieve success. It is the persistence and the ability to bounce back after rough times.

Flexibility: This is the ability to move quickly in response to changing marketing needs of his customers.

Leadership: It is the ability to create rules and to set goal. It is the capacity to follow through to see that rules are followed and goals are accomplished. Ability to lead, manage, plan, coordinate, control and organize the other factors of production to achieve success and growth makes him outstanding.

Originality: Okpan (2006) stated that an entrepreneur must be innovative, creative, flexible and open-minded, resourceful and versatile in knowledge.

Energetic and Ability to Work Long hours: In most cases, self employed or entrepreneurs tend to work harder and longer than otherwise. This apparent desire for hyperactivity is driven by the need to achieve greater success through identifying problems arising from the operations of the enterprise, and the need to find solutions to these problems and attention for personal achievement leads to longer hours at work. Accordingly, Akpan (2014) discovered that to achieve uncommon results in any business, vocation or career one needs to be an adventurer, not a risk averse person. One does not need to wait for the perfect conditions before he/she could put an idea to work with whatever available conditions and get one's dream in motion. It requires that certain unpleasant adjustments be made to one's plan as long as it gives synergy and motion to one's dream.

The spirit of enterprise requires that it may be changed from originality to the adjusted originality. It may start with insufficiency of funds, inadequate manpower, it may even start with hunger, live with it and content with several contrary opinions saying it could not have been done this way or the other way. Never bother with the contrary, just make the move not to get the dream removed or off from the latent idealizations stage and energize same into motion in spite of all the surrounding conditions and challenges. This is the symbol of the few who achieve uncommon results in small scale business (SSB) operations.

To become an entrepreneur means more than just getting an idea and finding finance to do it. Establishing small scale business operations requires skills and knowledge. The

question is what skills and knowledge do an entrepreneur really need to set up and run a successful business? There are entrepreneurs without degrees, some without finishing post primary school, and are they exceptional? Or is it being an entrepreneur an art or gift that people need to have?

While there are no definitive answer to these questions above, enough educational programmes exist to indicate that a considerable set of people believe that establishing a successful business requires a learnable set of skills and knowledge.

The activation of the spirit of enterprise deposited in people, leads to the positioning of oneself into the realm where uncommon results will begin to manifest. This is the path way to successful small scale business operation.

Entrepreneurship Skills and Small Scale Business Operation

Entrepreneurship activities are anchored on the concept of opportunities. Entrepreneurship occurs as an individual acts to take advantage of a profit opportunity that presents itself in the economy. When opportunities have been discovered and deemed worthwhile, the entrepreneur undertakes a series of exploitation activities. Since the world is unpredictable with respect to technology, market and competitors. Entrepreneurship education stills remains a veritable tool for national development since it is capable of equipping individuals with appropriate skills, knowledge, ability and competencies that will enable them be self-employed and self-reliant, leading to sustainable economic growth. It is a key to driver of our economy. It is a key advancer of an economy wealth and high majority of jobs are created by small scale businesses started by entrepreneurially minded individuals. An individual who have more opportunity to exercise creative freedom, higher self-esteem, and overall greater sense of control over their own lives. As a result many experienced people, political leaders, economist and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success

on a local, national and global scale. It is with this in mind that the National Standards for entrepreneurship education were developed to prepare youths and adults to succeed in entrepreneurial economy and no longer much emphasis on paper qualifications.-

Entrepreneurship is important and necessary to Nigerians because it will greatly reduce crime through effective engagement of our youth and eliminating hunger and poverty. That is, when the nation's graduate has something doing moves to generate income and be self-employed or even employ others. Incidence of many social ills such as armed robbery, rape, political thugery and kidnapping in the country will be reduced if not completely eradicated. To achieve national development, the nation needs to implement in the school curriculum the educational programmes that will help to equip youths and adult with basic skills which can enable them become self-employed or gainfully employed. Entrepreneurship will helps in creating and building something of value and benefit to the individual and the society at large thus, enhancing national development.

Entrepreneurial skill is a key advancer of an economy, wealth and a high majority of jobs are created by small scale entrepreneurs, many of whom go on to create big businesses (Akpan, 2014). It is true of this statement that entrepreneurship education is a tool for progress which must be embraced by both the youths and adults with all their interests and zeal in order to influence national growth and development. The advent of entrepreneurship education was precipitated by the need for job seekers or graduates to explore other avenues that can help them prosper in the chosen careers rather than seeking white collar jobs. The entrepreneurship education came into existence due to desires of unemployment graduates to start up their own business outfit that enables them to become employers of labour over times. In addition, entrepreneurship education helps to change status job seekers to job creators. It also assist the graduates of business education to establish businesses of their own and become self-reliant. This very desire of job seekers is supported by the Federal Republic

of Nigeria in the National Policy on Education (2009) that stipulates the broad goals of achieving a just self-reliant and egalitarian society. Most importantly, it gives the graduates opportunities to drive in their area of interest. It also gives the youths the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty (Akpan, 2014).

Business Management Skills Required by Business Education Graduates for SSB Operation

Management as a body of knowledge is the science of getting things done in the most appropriate, efficient and effective manner (Okoro and Okoro, 2014). Management employs a lot of investigative work and analysis to substitute given work with certainties. Broadly the authors stated that management involves planning, coordinating, motivating and so on. Hence management refers to the “act of planning, organising and controlling activities of others factors or systems to achieve as efficiently as possible, the stated goals of an organization. According to Nwaukwa (2015) management is the process of planning, organising, directing and controlling both human and material resources efficiently towards achieving individual, group and organizational goals.

Management involves the process of planning, organizing, coordinating, controlling of available resources to achieve a set goal. To plan, an entrepreneur must be willing to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities (Igbo, 2004). Whether a business succeeds or fails is the function of the ability of the entrepreneur to effectively use his positive qualities and restrain his negative characteristics (Hasty & Readon, 2007). Okoro (2014) posited that in displaying proficiency in management of an organisation or enterprise, an entrepreneur should display managerial skills, accounting and financial competencies, marketing and selling skills and general business competencies.

Eshenake (2007) saw business management skills as a process demanding the importance of specific functions. Nwachukwu (2005) defined business management as the art of getting things done through the efforts of other people. It is also defined as the process of planning, organizing and directing organizational resources to achieve organizational goals (Nwachukwu, 2005).

Osuala (2000) also defined business management as the process of achieving organizations goals through the coordinated performance of five (5) specific functions of planning, organization, staffing, directing and controlling. Management as a process of doing things in an organization is basically, the combination and utilization of available human, financial and materials resources towards the achievement of the organizational objectives (Eshenake, 2007). Business education graduates are expected to possess adequate skills in business management. In the same vein, Ekpenyong and Ojo (2008) identified the following business management skills as needed by business education graduates for entrepreneurial success. The essence of entrepreneurship education is to ensure self-sustainability, employment generation, income generation, wealth creation, reduction in crime rate.

Ebong (2014) explained that a modern business environment is a combination of traditional institutions, roles and more of new changes in production, distribution and consumption pattern created by developments in science and technology. Therefore business management is a balance between two (2) major forces – *continuity and change*. Good business management skills play major roles in the process of achieving the set goal of the organization. Hence every entrepreneur need to be a good manager endowed with business management skills to achieve the set goals. An entrepreneur with good business management skills is the key person when it comes to positive development of the enterprise. Business management is about handling the business activities so as to meet the objectives of the organisation within the prescribed time frame. To perform this task efficiently, the

entrepreneur needs a good business management skill and the best is that these skills can be learned, developed and incorporated by any person who wants to succeed in his small scale business creation.

The acquisition of business management skills will facilitate effective job performance in the operation in the area of receiving, recording, processing, analysing and processing of information. Okpan (2006) identified the following office business management skills needed by business education graduates for effective functioning in the world of management of small scale business operation to include: ability to demonstrate skill of good record management, ability to know and identify the filing system, ability to determine and utilize appropriate communication channels, ability to manage information well, ability to store and retrieve information well, ability to follow trend in office technology, ability to write mailable letters, ability to demonstrate the knowledge of office automation system ability to use inter-office and distance communication gadget like intercom, telephone, telex, fax and e-mail etc, ability to use different types of office machines, equipment and facilities, ability to articulate and interpret administrative policies, ability to organise seminars and present points in simple language and lastly not the least, ability to manage and use time effectively.

Ekpenyong and Ojo (2008) identified the following management skills as needed by graduates of business education for entrepreneurial success.

Ability to plan, organise and manage small scale or medium scale business, ability to source for funds for the running of small scale business, ability to develop skills of keeping accounting records of small scale business, ability to supervise and coordinate effectively both human and material resources, ability to develop broad-based investment in planning and implementation, ability to apply integrating business skills, ability to have constant alertness to market changes and technical trends ability to maintain business ethics, ability to

be resourceful and creative, ability to re-define risk as opportunities to make use of the expertise, ability to develop effective utilization of the project for the growth and development of the firm, ability to motivate self and others under him, ability to handle crisis when it occurs.

In the same manner, Gibson (2011) also identified the following business management skills expected of business education graduates as follows:

1. Ability to identify and use market opportunities.
2. Ability to set appropriate goals.
3. Ability to plan effectively for goal attainment.
4. Ability to organize resources for (human and materials) for goal attainment.
5. Ability to implement plans for goal attainment.
6. Ability to evaluate all activities and operations in the process of goal attainment.
7. Ability to make appropriate feedback.
8. Ability to relate properly with other people (business partners and customers)
9. Ability to understand business law.
10. Ability to understand and use banking facilities.

The knowledge of managerial skills will provide the following (Eshenake, 2007).

- (a) Knowledge of insight into the responsibilities of managing people
- (b) A better understanding of the problems of operating a business organization.
- (c) An opportunity to learn the essential skills to effective managerial decision making.
- (d) An increased knowledge about production and operations of management techniques.
- (e) The knowledge to identify and cope with internal and external forces in the environment that affect performance in business transaction.
- (f) The skills and attitude to continue in professional development.

Business management skills are essential to the success of every enterprise. Management influences the life of all members of an organized society (Eshenake, 2007). There is hardly any sphere of life where the knowledge of management skills is not required. Indeed, it may not be an exaggeration to say in management, that we all use accounting techniques e.g. budgeting, recording of financial transaction and so on; and accounting

information in our daily lives. However it is in the realm of business that accounting appears to be most popular (Ikpo, 2012)

Adetifa, Ajileye and Oluwasanmi (2011) defined accounting as the art of recording, classifying and summarising in a useful manner and in monetary terms, transactions and events which are financial character and subsequent interpretation. Also Osuwa (2012) observed that accounting is the process by which data relating economic activities of an organization are measured and recorded. From the definition above, it can be seen that accounting skills deals with the use of data or facts to produce information necessary for decision making by different users of such information such as entrepreneurs, managers, employers and so on. On the other hand, accounting education has been described by Ezenwafor (2012) as a programme of instruction which aims at inculcating in the students the following skills:

1. Management of personal finances
2. Making relational economic choices.

Investing wisely both in consumable and non-immediate consumable items for reconciliation of one's asset and liabilities, Osuwa (2002) remarked that the basic knowledge or accounting education will help the students to develop manipulative skills that will help them solve problems in business. Okpan (2006) identified some of these skills required by business education graduates to include: ability to keep accurate financial records, ability to understand ways of recording business transaction, ability to determine profit of a particular period, ability to avoid unplanned expenditures, ability to be acquainted with new trends as regards accounting role in business world, ability to understand and undertake simple audit, ability to detect fraud, knowledge of federal government laws and policies.

The above business management skills will enable business education graduates to function effectively in the world of work as successful entrepreneurs.

Information and Communication Technology (ICT) Skills Required by Business Education Graduates for SSB Operation

Information and communication technology (ICT) is a new innovation in education because its usage has been making teaching more effective than ever before. Its potential to make a difference in the lives of people globally is a fact that has come to be accepted by all (Odonwodo & Adbullahi, 2009). However, there is no general acceptable definition of the term information and communication technology (ICT) this is because people viewed it differently from different perspective. According to Abayan (2014) information and communication technology (ICT) include all the different means, methods and tools that are used throughout history to help manage information, conduct business, communication with others and to better understand the world. This definition is very elastic that is, it incorporates virtually every kind of devices used in gathering and disseminating information.

Ekpenyong (2008) in his view believed that ICT is generic term referring to technologies that are used for collecting, storing, editing and passing on information in various forms. Although this definition seems to be precise, ICT is seen as device that can collect, edit, and transmit information from one end to another. In line with the above, Butcher (2011) defined ICT as electronic technology for collecting, storing, processing and communicating information. They can be separated into categories:

- (a) Those which process information, such as telecommunication system from the above definition. It can be inferred that ICT carry out the following functions: collecting information, storing information, processing information and communicating information

It must be noted that ICT are technologies, equipment and methods used to handle information. These include computers, telecommunication and electronics. In the same vein,

the NERDC (2011) defined ICT as an art and applied sciences that deal with data and information. It encompasses all (equipment including computational machinery – computers, hardware, software, firmware and tools, methods, practices, processes, procedures, concepts, principles and the sciences) that come into play in the conduct of the information activities: acquisition, representation, processing, presentation security, interchange, transfer, management, organization, storage and retrieval of data and information.

According to UNESCO (2010) ICT may be regarded as the combination of “informatics technology” with other related technologies specifically, communication. Informatics refers to the science that deals with the design, evaluation, use and maintenance of information; processing systems, including hardware, software, organizational and human aspect and the industrial, commercial and political applications.

Successful business education graduates are those who can find ways on the information superhighway is no longer contestable. With the world becoming a minute global village, there is connectivity between individuals, groups and corporate bodies and this is made possible through technology. Today, many bureaucratic activities are made easy and function effectively through the use of one technology or the other. Invariably, no matter the occupation an individual chooses, chances are that he/she has the need for adequate knowledge and skills in basic technology usage to be appreciated in the work environment (Koko, 2015).

In the past, the teaching of business education courses was based only on theory and illustrations, and on the use of old technology like manual typewriters and similar equipment. In the 21st century, business education that is not based on information and communication technology will be classified as out-dated and not in tune with the present realities. This is because the world has become global village where education is globalized as nations agree to standard business rules, regulations and practices (Okoro & Okoro, 2009). Globally, the

use of ICT in business operation teaching must be based on enquiry, activities and observation. One of the objectives of teacher education as contained in the National Policy on Education (2013) is to provide teachers with the intellectual and professional background required for their assignment and to make them adaptable to any organizing situation not only in the life of their country but also in the wider world. Business education need to adapt to the changing environment in the business world by equipping themselves with knowledge of information and communication technology (ITC) skills such as in computers, mobile telephones, fax machines, electronic mails and so on in order to bring about desired effectiveness and efficiently in job performance leading to greater achievement of educational goals of the nation.

In Nigeria, the use of ICT especially the computer has gradually become a rule than an exception. The essential of ICT to make difference in the lives of people globally is a fact that has come to be accepted by all (Odonwodo & Abdullahi, 2009). ICT provides a variable platform for using sophisticated technologies to provide solutions to many problems especially in the face of grinding poverty faced by many nations of the worlds. Therefore, the use of computer has come to stay to improve the quality of life through advancement of education (Nwaukwa, 2015). Olise and Ihimekpen (2008) defined information and communication technology (ICT) as the study of the use of electronic processes for storing information and making it available when the need arises. That means that ICT is the science of storing information through electronic devices and making such information available whenever it is needed. The core of ICT, is however the computer.

Ayo (2011) defined ICT as a modern communication system of all types for transferring information which includes electronic information processing, technologies such as computers and the internet as well as fixed line telecommunication, mobile phones and other wireless communication networks. Information and communication technology (ICT)

devices can be embedded in other machines and appliances to increase the functionality. A good way to think about ICT is to consider all the uses of digital technology that already exist to help the use of information by individuals, business and organizations. According to Amo (2011) ICT can also be referred to as the global trend in wheeling around, focusing and emphasizing the use of information in all walks of life. Consequently, more and more Nigerian schools especially those in urban area, are acquiring microcomputers and putting them to use for instruction, record keeping, word processing and so on.

ICT is an indispensable ingredient in business education programme. It prepares its recipient at all levels to be economically literate citizens with knowledge, skills and competences that will enable them fit into a variety of careers or to be self-independent especially now that information and communication technology (ICT) skills are global issues. Manual skills for office work and business are today gradually giving way to modern technologies. Okolocha and Ile (2007) stated that technology has opened a new world of learning which has drastically increased output. The new technology calls for the update of education programmes and training of students to possess relevant skills and competencies necessary for business world.

The introduction of ICT has brought about a lot of blessings to business education graduates in the area of job creation for self-employment. Okolocha and Ile (2007) observed that for business education programme to meet the challenges in the world of work, it must provide its recipient with the requisite skills for life in the form of skills and competencies in the technical know-how, creativity, leadership abilities, awareness of values that constitute the society and community. The evolution of ICT has brought various changes in the way and manner information is processed and disseminated. The way business are planned, managed and carried out, the type of equipment and facilities needed in the processing of information and business transaction, the type of employable skills that are needed for one to

fit into office work or manage business for others or be self-employed (Okolocha & Ile, 2007).

Information and communication technology (ICT) has the potential to power development and eradicate poverty and it is a veritable weapon for promoting human development and accelerating economic growth (Odonwodo & Abdullahi, 2009). It is therefore important for business education graduates to achieve a sustainable socio-economic growth in their operation through ICT to generate wealth for the masses and tackle poverty. Since ICT has become one of the vital channel through which a nation can impact on her citizens, there is no doubt that it can be used to drive sustainable development and eradicate poverty and unemployment. It has opened up business opportunities and become a veritable revenue generating tool for most disadvantaged people in Nigeria. Many people use mobile phones to make calls and charge people for the services thereby generating income to them and for sustenance. The global system of mobile telecommunication (GSM) has opened up veritable windows of wealth generation and easy access to communication.

Nkenga (2008) observed that GSM operators have empowered several unemployed persons especially youths to own their own franchise where they operate phone kiosks, sales of recharge cards and render call services to generate income for their households. Apart from generating income for sustenance, ICT provides skills in business intelligence, knowledge, management, customer relationship management, supply chain management, cyber marketing, cyber law, enterprise resource planning and disaster recovery.

Ayo (2011) admitted that there is great development in information technology through the use of computer. As society become more computerized and technologically sophisticated, the need for highly skilled computer professionals increases accordingly. The 21st century businessman or woman or a teacher talks about electronic business (e-business) and electronic commerce (e-commerce). An entrepreneur as, one who can stay in Nigeria,

transact business or order for goods abroad and make payments through the computer (e-payment, on line shopping). One can learn how to set up a business enterprise by accessing information which abounds on the internet, one can apply for job online and get employment through the internet without first visiting the company.

Ndinechi and Okereke (2005) stated that at present, the whole world is laying emphasis on entrepreneurship and small scale businesses development which is the oil that turns the engine of a nation's economy. The business education graduates must be conversant with ICT skills and how to pass on the knowledge to his subordinates will eventually help in the growth of the enterprise. It is a vicious circle if the graduates of business education are not trained on ICT which is the modern way of doing business. The business education curriculum should take a new dimension due to the new technologies that has taken over almost every facet of life. Ekpenyong (2008) observed that the skills needed in business operation are fast changing and that it is of major concern and important that business education students willing to learn and adapt to new skills.

The Federal Government of Nigeria is very much interested in inculcating ICT skills into the educational system of the country that is why it spelt out certain rules, policies and guidelines for the development of relevant ICT curricular for the primary, secondary and tertiary institutions. Nkechi (2012) identified four competency categories for a typical business teacher education curriculum at the bachelors' degree level. These include professional education (which should cover about 50 percent of the course content) teaching area, 15 percent, business course, 20 percent and general education, 50 percent. There is urgent need for the business teacher education programme to inculcate the teaching of ICT skills in the business education students.

Oboreh (2010) identified the ICT skills and competencies that should be required by business education graduates to include: ability to operate computer, knowledge to send and

receive mails, ability to produce documents with word processing, knowledge of using collating machine, ability to create agenda using contra vision electronic software, skills in producing accounting jobs using spreadsheet software, knowledge of receiving vocal messages using the internet, skills of using tele/video conferencing, skills of conducting research using the internet, ability of merging mails by adding, amending and deleting unwanted items, skills in editing text on the screen by inserting materials, ability to perform basic data processing.

Internet services are integral part of technology (ICT). Therefore, elements of internet skills are very relevant in business transactions. In support of this, Ohakwe (2003) and Chukwumezie (2003) identified relevant internet skills and competencies such as: ability to use internet services such as e-mails; file transfer protocol (FTP), World Wide Web (www), e-commerce, internet phone, internet relay chat, electronic data interchange, ability to connect to internet skills in using internet equipment such as the computer system, telephone lines, modem, internet account and power supply in internet browsing, ability to possess knowledge of the vast benefit of the internet as a vast library storing latest information use for marketing, ability to possess knowledge of internet concept – as a worldwide interconnected computer networks connecting private, commercial, government and schools network. ability to possess knowledge of available internet services as well as their application and operations such as e-mails, e-commerce, e-banking, e-marketing, new grouping, internet chat and world wide web (www), ability to possess knowledge of the internet connectivity that is, method of connection to the internet, ability to possess knowledge of internet services providers' knowledge of data security, protecting private information against unauthorized access and modification and other protection techniques such as the use of passwords.

Fabayo (2014) further stated that there is dearth of resources to set up and grow small scale business and admit that ICT offers some of the greatest opportunities for innovation, employment and value creation.

Marketing Skills required by Business Education Graduates for SSB Operation

Marketing is a profit activity which involves the co-ordination of various functions aimed at facilitating the flow of the required goods and services from the place of production to the consuming public or clients, for whom they are intended (Nwaukwa, 2015). American Marketing Association (AMA 2008) defined marketing as a process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organisational objectives. Marketing is a common phenomenon but it is a very complex and elusive subject matter. The activities of marketing are so diverse that it is difficult to say exactly what marketing is. Marketing skill is another important and essential skill that determines the success or failure of any business. Ezeani (2008) defined marketing skill as the art of developing and distributing goods and services to consumers as well as businesses.

Ezeani (2008) identified marketing skills, which the entrepreneur should possess to include: knowledge of seasonal fluctuation of goods; ability to determine the extent to which products will sell; familiarity with various aspects of sales and salesmanship, ability to budget and forecast; ability to determine current trends in sales of products, ability to determine what customers need and shortage of such goods; knowledge of advertising; ability to determine and interpret factors which indicate extent of and strength of competition; and ability to determine availability of goods/raw materials for product and shortage of finished goods. Kotler (2008) stated that the most efficient marketing strategy is that which supplies the

goods and services required in sufficient quantity, at the right time and place at a minimum cost, and sells at a reasonable price which yields satisfying level of profit.

The essential aspect of marketing to which a business education graduates generate employment improve living standard and reduce poverty have been identified by (Nwaukwa, 2015) to include procurement, distribution and market resource. Procurement involves purchasing, ordering, contracting, assembling, clearing and forwarding, storage and distribution, advertising and sales promotion.

Business education graduates are expected to possess marketing skills to enable them operate their own small scale business successfully. The world is gradually but rapidly becoming a global village where there is interplay of the competing needs, demands and activities at daily basis. Just as no particular nation has all the natural resources and materials needed for man existence, no single individual has all it taken to move the engine of growth across the globe forward for the good of a man in order for man and nations of the world to avail themselves for growth. Concept of marketing refers to a situation whereby buyers and sellers interact for the purpose of transacting business. The meeting point provides the opportunity for nations, companies, agencies and individuals to give up a part of what they have in abundance in order to get what they lack (Oboreh, 2010).

Okpan (2006) observed that business education programmes possess laudable qualities and marketing skills for making an entrepreneur as they fulfil the entrepreneurial objectives of grooming and breeding innovative individuals that will create jobs themselves instead of seeking employment opportunities elsewhere. Business education breeds and constantly maintains adequate manpower with skills needed for productive ventures and who can carry out skilled work of varying nature. Okpan identified marketing skills to include: ability to capture and retain the attention of customers, ability to promote and sell the organization's products, ability to analyse demand and sale the organisations products, ability

to acquire effective sell technique, ability to acquire good sales habits to attract customers, ability to carry out effective marketing and information research, ability to be self-reliant and tactful.

Oboreh (2010) observed that marketing skills and competencies are necessary for business education graduates to be successful entrepreneurs. Oboreh identified the following skills below as essentials in operating small scale business: knowledge of seasonal fluctuation of goods, ability to determine the extent to which products will sell and at a particular time, familiarity with various aspect of sales and salesmanship, ability to determine current and future trends in the sales of product, ability to budget and forecast trend of sales, ability to determine what customers need and storage of such goods, ability to keep and control stocks, knowledge of advertising enterprises or company's product services, ability to determine and interpret factors which indicate extent and strength of competition.

Okpan (2006) stated that the volume, quantity, quality of product/services receives and given up for the other in today's world is brought about through the process of negotiation which is marketing skills. Negotiation is when someone else has what you want and you are prepared to bargain for it and vice versa. Negotiation skill is an act, which needs to be perfected. Marketing skills are skills required for effective business and trade transactions. In developing the human capital in this area of profession, it should be stressed that there are professional negotiators whose services are engaged by individuals, companies/organizations and even nations. Business to business involves negotiating skills. The two parties need to reach an agreement on the price and one person need to win the other person without making deep concession that will hurt profitability is that act of using marketing skills.

Ebenuwa and Omorojie (2008) negotiation involves two persons who seek common solutions to their problems in such a way that they both come out satisfied, with no one

leaving with the burden of being a loser. A proper negotiation presents two sides to the negotiation with a win-win situation. Negotiation is however a skill everyone can learn and practice. The key element required for effective and successful negotiation in business operation includes: have a clearly defined range of objectives, have element of flexibility and wide range of options, be well prepared and knowledgeable in the subject area through study/research, ability to put ideas across and be articulate and effective communicator, have proper and current information available in the core subject area; a better informed person makes a better negotiation than people who possess marketing skill understand deeply what negotiation means, prioritize issues with the subject matter, negotiation is a skill and an act that must be practiced.

Selling is a people's profession in which you work with people everyday. This requires that the human capital must be properly trained and developed to face today's challenging world. In small scale business operation, marketing needs negotiation, sales and communication skills. For this reason, the human capital must be highly developed in the areas of presentation, creativity and initiative with high problem solving techniques and being analytical abilities (Ebenuewa, 2008). Today, sales people are well educated, well trained professionals who work to build and maintain long term customer relationship by listening to them and organizing the company's efforts to solve consumers' and future challenges.

In the same vein, Leltermann (2010) posited that people rarely embrace new ideas or accept progress voluntarily. They must be led to it. According to him, the most concise way of defining the term marketing is asking prospective customers to buy the product, personal selling and negotiation skills are interpersonal arm of promotion mix. Personal selling involves two ways, personal communication between sales people and individual customers, whether face to face, by telephone, through video conferences or by other means such as the internet. Personal selling skill is more effective in more complex selling situations especially

when involving big negotiation. They can adjust the marketing offer to fit the special need of each customer and can negotiate terms of sales agreement. They can build long term personal relationship with key decision making. A successful sale consists of three basic elements, namely:

- 1) It induces others to buy a commodity or service
- 2) It confers some needed benefits on the purchaser
- 3) It is transacted at a price which yields a profit.

From the above three basic element, it is clear that the salesman is not the only one that benefits from a sale. Personal selling skills transmit individuals communication aimed at profitable sales and want satisfaction to the consumers in a long run. Public selling has the great advancement of reducing wastes in effort because it is extremely selective. Discussing the merit of personal selling skills that results in the actual sales because as he argued, he is advertising and advertisement can attract attention and arouse desire but usually they do not arouse buying action or complete the transfer of title. Ebenuwa (2008) in his analysis of the economic contributions of personal selling skills listed the following:

- (a) Educating the prospective buyer and demonstrating products benefits.
- (b) Introduction of new products, it is a simple truth that different types of product are available in the market.
- (c) Creating of personal selling in order to gain initial acceptance in the market,
- (d) Job provision – apart from well trained professional sales agent or people, thousands of other people earn their living through personal selling skills,
- (e) Providing mass market, thus contributing to mass production and national security,
- (f) Bridging goods and services to the attention of the prospective buyers, thus providing utility to both buyer and seller,

- (g) Adding to competitiveness and encouraging product improvement and innovations as well as lower consumer prices,
- (h) Adding value to products because of increased knowledge of product uses and benefits,
- (i) Communicating the changing needs of the society to the manufacturer and consequently stimulating them to change or add new products.
- (j) Marketing new products is always exciting to the prospective buyers, thus binding desirability.

Promoting functions creates awareness for the entrepreneurs' products. Marketing is not complete until customers are found. It is the responsibility of marketers, to find customers for their products through the various promotional programmes. This is a professional function, which has to be done by graduates of business education. Sales function will sell the product(s) for the entrepreneur with various marketing skills e.g. personal selling skills or advertising skills, customers are bound to be created who will buy the product(s) and if they are sold through marketing efforts and profit is made, one of the goals of the entrepreneur is realized.

There is need to separate selling from marketing. Mkpa and Udom (2007) in their effort to distinguish between the two concepts posited that while selling emphasis is on conversion of the product to cash, marketing emphasis is to satisfy the buyer. This implies that while selling and product centred, marketing is buyer-centred. In view of the distinction between selling and marketing Mkpa et' al(2011) posited that markets can be involved in marketing goods such as cloth, camera, electronics, house hold items and services such as banking and insurance, laundry among others, information of Guinness book of record, encyclopaedia, current affairs, places to attract tourists, organizations to build strong and corporate image of their identity, ideas inform of jingles.

The objectives of all these form of marketing skills according to Jimah (2011) are realization of satisfactory level of profit, attainment of growth in size of promotion to gain strength and bargaining power and ensuring continued existences of the organization through goodwill and reputation. The management of small scale business in marketing products is not the application of common sense, or leadership, let alone financial manipulation, its practice is based both on skills, training and responsibility to succeed.

Creativity Skills Required by Business Education Graduates for SSB Operation

Creativity is the act of turning new and imaginative ideas into reality. Creativity is very important because it is inevitable for success in job creation. Oziko in Abanyam (2014) 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. Creativity is generally understood as the successful introduction of a new thing or method. It is the embodiment or synthesis of knowledge in original, relevant, value, new product, processes or services. Creativity is marked by the ability to create, bring into existence, the invent into a new firm, to produce through imaginative skill, to bring into existence something new. Creativity is not ability to create out nothing but ability to generate new ideas by combining, changing or re-applying existing ideas. Some creative ideas are astonishing and brilliant while others are just simple, good, practical ideas that no one seem to have though (Harris, 2010).

Creativity skill refers to management of creative thinking skills and other mental processes of an individual person or a group of people (for example using problem solving techniques), (Abanyam, 2014). Creativity skill is the act of innovation that is bringing into existence an idea which is new. The practical application of creative ideas, thinking, innate talent that an individual were born with, a set of skills that can be learned, developed and utilized in solving problems Joseph (2012).

Creativity skill is also an attitude, the ability to accept change newness and willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good while looking for ways to improve it. Creativity is also a process. A creative person works hard and continually to improve ideas and solutions by making gradual alterations and refinement to their works. Creativity according to Koko (2008) consisted of anticipation and commitment. Anticipation involves having a vision of something that will become important in the future before anybody else has it. Commitment is the belief that keeps one working to realize the vision despite doubts and discouragement (Okpan, 2007). The ability to bring something new into the market creativity begins with recognition of a problem or anticipation of an opportunity.

Creativity according to Olatoke (2009), opined that the acquisition of creative skills empowers youth and an individual to be functional in any economy. Creativity skills equip an individual with the option of being self-employed. Drummond (2012) identified the creativity skills as ability for coming up with new product development, discovering new ways of doing things, exposing oneself with intelligent ideas, finding varied approaches for usual things, generating new and original ideas, getting things done in a different way, listening and concentrating while discussing, marketing new products to new areas, receiving new and good ideas.

Ubogu (2011) identified creativity skills to include ability to come up with new product development; ability to discover new ways of doing things, ability to expose oneself with intelligence, ability to generate new and original ideas; ability to maintain new products at new areas, ability to talk to others to get new ideas, ability to be full of innovativeness, ability to be clever enough and to do ones task better. According to Onoh-Onajite (2013), the entrepreneurs needs the following creativity skills: ability to think creatively, ability to solve problems, confidence to make a decision; ability to set goals, develop a plan to achieve them,

and carry out the plan, ability to identify opportunities and generate ideas suitable to the opportunities. Business education programme which is an avenue for imparting needed knowledge, human and social skills which are relevant for important participatory development and change in business transaction. The purpose of business education according to Aliyu (2006) is to provide training for special skills and competencies to help graduating students use these skills in the business environment.

Today, creativity appears more important than ever before, it is seen as critical success factor in the organizations. The understanding attitude toward creativity and promotion of creative thinking within the organization are pre-requisite to facilitate creativity in all employees. Although effectiveness and efficiency have long been viewed as central organizational requirements but creativity is now being deemed a core success factor. Creative thinking is the act of generating solutions to problems, by the forces of imagination and reasoning. It is an activity of the mind seeking to find answers to some life questions. In a dynamic and changing world, the challenges of small scale businesses are not static. They take in new form and require a deep creative thinking approach. Every idea is a product of thinking and every product is the manifestation of idea naked in a thinker's mind (Okpara, 2007).

The celebrated discoveries of man are not accidents. The minds of men and women were engaged in creative thinking to deliver the visible products we enjoy today. Name them: Bill Gate and the computer, Graham Bel and the telephone, Michael Faraday and electricity, Isaac Newton and physical law of science. Wight Brothers and aeroplane, Adenuga and consolidated oil, Atedo Peterside and investment Banking and Thrust company, Raymond Dekposi and Daar communications. The list is endless, (Okpara, 2007).

The place of asking the right question in the thinking process cannot be over emphasized. Question remains the string tool to provoke the mind to respond to issues and

discover new things. Creative thinking skills must therefore lead to the articulation of a strategy. A strategy is a way of organising available resources to achieve results, what to do, what steps to take, the approach, the timing, positioning, all these come to play when developing a strategy. It is a common knowledge that successful entrepreneurs emerge not by strength of force, but by superior strategy through creative thinking (Okpara, 2007). Acquisition of creativity skills could go a long way in easing youth restiveness, promote small scale business operation as they become self-reliant and employers of labour.

Human Resources Management Skills Required by Business Education Graduates for SSB Operation

Some people saw management as referring to a group of people. They think of management team as a group of individuals at the helm of affairs in an organization. However, human resource management refers to the process of hiring and developing employees so that they become more valuable to the organization (Akpan, 2014). Human resource management includes conducting job analyses, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels. Thus, some people see management as referring to a group of people. They think of management team as a group of individuals at the helm of affairs in an organization. However, management is also seen as a process demanding the performance of specific functions (Eshenake, 2007). Here, management is a profession. To a student, management is an academic discipline. In this instance, people study the art of managing or management science.

Nwachukwu in Okoro (2013) defined management as the art of getting things done through the efforts of other people. Management is also defined as the process of planning, organizing and directing organizational resources to achieve organizational goal (Okoro, 2013). Osuala in Ezeani, Ifeonyemetalu and Ezemoyih (2012) defined management as the

process of achieving organization goals through the co-ordinate performance of five specific functions of planning, organization, staffing, directing and controlling. Management, therefore, is a process of doing things in an organization is, basically, the combination and utilization of available human, financial and material resources towards the achievement of the organizational objectives (Eshenake, 2007). As a group of people, management refers to all those at top levels in organizations who plan, guide and control the activities of members at the lower levels. They are those in organizations who do things through and with other people.

However, Business education graduates are expected to possess adequate knowledge in human resource management. Eshenake (2007) identified the following managerial skills as needed for entrepreneurial success:

- a) Human skill – This refer to the ability of the manager to handle personal relationships. Human skills are needed by top management staff on how to create good relations with and between staff and clients of their organizations for organizational survival and success.
- b) Technical skills – The manager should know the methods, processes and techniques required in the performance of a particular activity. These skills are needed of management levels.
- c) Conceptual skills – The manger should be able to see relationship between departments and units within the organization and relationships between the organization and the environment. These skills are needed by top management staff.

Akpan (2014) identified human resource management skills needed for effective entrepreneurship as perceived by fresh graduates to include: planning skills, organizing skills, directing skills, controlling skills, motivating skills, staffing skills, leading skills, office management skills, coordinating skills and good knowledge of commerce. In the same vein,

Ekpenyong and Ojo (2008) identified the following human resource management skills as needed by business education graduates for entrepreneurial success to include: ability to plan, organize and manage small scale or medium scale business, ability to source for funds for the running of a small scale business, ability to develop skills of keeping accounting records of small scale business; effective supervision and coordination of both human and material resources. Nwachukwu in Okoro (2013) also identified human resource management skills as ability to develop broad-based investment planning and implementation skills, ability apply integrating business skills, ability to have constant alertness to market changes and technical trend, ability to maintain business ethics, ability to interpret market information; time management skills, ability to be resourceful and creative, ability to redefine risk as opportunities to make use of the expertise, ability to motivate self and others under one's circle of influence; ability to develop skills for effective utilization of the project for the growth and development of the firm; ability to develop a reputation for being the kind of person who is always looking for ways to do things better and faster and ability to handle crises whenever it occurs.

Similarly, Gibson (2011) also identified the following human resources management skills expected of business education graduates as ability to identify and use market opportunities, ability to set appropriate goals, ability to plan effectively for goal attainment, ability to organize resources (human and material) for goal attainment, ability to implement plans for goal attainment, ability to evaluate all activities and operations in the process of goal attainment, ability to make appropriate feedback, ability to establish and maintain appropriate open channels for communications, ability to relate properly with people, ability to understand business law, ability to advertise firms product effectively and ability to understand and use banking facilities

Human resource management skills are essential skills to the success of every organization. Human resources management influences the life of all members of an organized society (Eshenake, 2007). The knowledge of human resources skills will provide the following: a greater knowledge of and insight into the responsibilities of managing people, a better understanding of the problems of operating a business organization, an opportunity to learn the skills essential to effective managerial decision making, an understanding of basic principles of management, an increased knowledge about production and operations of management techniques, the knowledge to identify and cope with internal and external forces in the environment that affect performance, and skills and attitude to continue in professional development.

Empirical Studies

In this section, empirical studies that have some relationship with present study were reviewed as follows:

Business Management Skills Required by Business Education Graduates for SSB Operation

Ebong (2014) carried out work on a problems and prospects of management of small-scale business in Nigeria. The statement of problem identified were management problem caused by poor planning, finance problem caused by lack of financial support and poor funding and multiple and high Taxes. While the prospects of Small Scale Business in Nigeria can be sub-divided into: employment opportunities, job creation and contribution to total Gross Domestic Product (GDP). Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The descriptive survey method was used and the research tool was questionnaire. Nine (9) respondents answered the questionnaire. Data were analyzed using likert scale and presentation was done by the use of tables and mean scores. The findings from the study showed mainly that there is evidence to prove poor planning that affects the management of small-scale business. Finally, solutions and

recommendations were proffered on how the poor planning to the management of small-scale business should be improved to help their productivity by combination of critical success factors.

Eze (2014) study is related to present study in that the two studies are on business management skills needed for business operation and employed questionnaire for data collect. It differs in that the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria, while the study of Udochukwu's study focused on problems and prospects of management of small-scale business in Nigeria.

Mbura and Bambaganya (2014) conducted a study on success and usefulness of successful provision on useful Business management skills in Tanzania's SME market. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. A survey methodology was deployed in the conduct of this study. Using random sampling, 100 respondents were selected to take part in a questionnaire survey: 50 questionnaires were administered with Business Development Services Providers (BDSPs) and 50 questionnaires with Small and Medium Enterprises (SMEs). The selected enumeration areas (EAs) were all based in Dar es Salaam City's municipalities of Temeke, Kinondoni and Ilala. A response rate of 85 percent was obtained for the 100 self-administered questionnaires distributed, 48 percent for BDSPs and 37 percent for SMEs.

Data collected were organized and summarized using the Statistical Package for Social Sciences (SPSS) which facilitated the computations of frequencies and percentages as well as actual analysis based on the research questions. The summarized data were then analyzed through hypothesis testing using the t-test. The results show that the demand-driven factors, the supply side factors and government assistance have a significant bearing on the success and usefulness of BDSPs in the Tanzania's SME markets. On the basis of these

findings, the study concludes that, successful and useful BDS in the Tanzania market require a good combination all the three positions. Therefore, it is recommended that BDSPs must provide services in great demand by the SMEs that is, taking cognizance of demand-driven factors, and must be creative and innovative enough to bring about the desired changes and provide solutions that will steer growth and development of the SME sector (that is on the supply side). Finally, the government should play its role to facilitate business formalization and access to finance in addition to ensuring that the regulatory framework was fully functional and responsive to the needs of the SMEs.

Mbura and Bambaganya's (2014) study is related to the present study because both studies focused on business management skills required for success of business operation. Both studies also use survey, and questionnaire to seek information from their respondents. However, the study differed from the present study in that it focused on success and usefulness of successful provision of useful Business Development Services (BDS) in Tanzania's SME market, while the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria. Both studies also differed in their population of the study.

Information and Communication Technology Skills required by Business Education Graduates for SSB Operation

Udochukwu (2013) carried out a study on ICT skills needed by secretarial education students in colleges of education for self sustainability in Akwa-Ibom State. The purpose of the study was to determine the entrepreneurial skills needed by secretarial education graduates for sustainability. Four research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive research design and the population was 230 respondents. The questionnaire instrument was used to collect data mean and standard deviation were used to analyse the research questions while t-

test was used to test hypotheses at 0.05 level of significance. The study revealed that ICT skills are needed by Secretarial education students for sustainability.

The study is related to present study in that the two studies are on information and communication technology (ICTs) skills needed for business operation and employed questionnaire for data collect. It differs in that the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria, while the study of Udochukwu's study focused on ICT skills needed by secretarial education student for self sustainability in Akwa-Ibom State, Nigeria.

Okoro (2013) conducted a study on assessment of information and communication technology competencies required by university postgraduate business education students to handle entrepreneurship business challenges in Nigeria. The purpose of the study was to determine entrepreneurship competencies required by university business education students in information and communication technology utilization. One research question guided the study and five null hypotheses were tested at 0.05 level of significances. 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. A validated questionnaire with a reliability coefficient of 0.96 was used for data collection.

The mean and standard deviation were used to analyse the research questions while T-test was used to test the hypotheses at 0.05 level of significance.

The results revealed that the respondents have relevant competent in ability to send e-mail, ability to receive e-mail, skills in producing documents with word processors among others. It was recommended that university authorities should encourage business education lecturers and students to organize workshops and conferences with a view to keeping them

abreast to acquire more skills in ability to receive and send fax messages and ability to create website.

Okoro's study is related to the present study because both focused on ICT skills required by business education students. Both studies also use survey, and questionnaire to seek information from their respondents. However, the study differed from the present study in that it focused on the assessment of information and communication technology competencies required by university postgraduate business education students to handle entrepreneurship business challenges in Nigeria, while the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria. Both studies differed in their population of the study.

Marketing Skills Required by Business Education Graduates for SSB Operation

Ikpo (2010) conducted a study on entrepreneurship training in marketing and acquisition of business operation skills. Seven research questions guided the study and ten null hypotheses were tested at 0.05 level of significance. The study adopted survey design. The population of the study was 800 respondents which consisted of 500 entrepreneurs and 300 trainees. Sample size comprised 200 entrepreneurs and 120 trainees. Instrument used was questionnaire. Data collected were analysed using mean and standard deviation while t-test was used to test hypotheses at 0.05 level of significance. The study revealed that entrepreneurs lack marketing skills and that the trainee is subject to learn nothing from them. The recommendation was made that the entrepreneurs of small scale business should be attending workshops on marketing training to learn the needed skills to help them run their business successful.

The study of Ikpo (2010) is related to the present study because they both looked at marketing skills needed for businesses. Both also use questionnaire for data collection. The studies differs in that the study of Ikpo (2010) emphasized on entrepreneurship training in

marketing and youth acquisition of business operation skills while the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria. They also differ in geographical location of the business.

Akande (2012) carried out a study on strategic performance assessment of Nigeria tertiary institution business education programme on entrepreneurship intervention. The main focus of this research was to determine the extent to which the business education programme has influenced the students' entrepreneurship intention in line with the programme key objective. The study involved a total of 1080 business education students in four universities in the Southern region of Nigeria. The experiment spanned a period of four years between 1996 and 1999 and the survey was administered to students in the regular business education programme, during the first semester of each successive year with two control groups. The study also considered gender differential on EI, EI differential between the regular and part-time students of the program; and compares students of other business and non-business programmes. It was hypothesized that Entrepreneurial Intentions (EI) of the students increase with successive learning objectives during the four-year programme. Mean and standard deviation were used to analyse the data while t-test was used to test hypotheses at 0.05 level of significance.

The findings showed that there was no significant change in students' EI during the period and this has both employment and social implications. No significant EI differential was noticeable between business education and non-business education disciplines. Gender was found to have no significant influence on EI. Business education students in the part-time programme reported higher EI than the students' in the regular programme and EI was not significantly associated with students' academic performance. The researcher recommended general overhaul of the entire business education programme in all tertiary

institutions in Nigeria to accommodate core entrepreneurship training inclusively, to meet the individual and national goals.

The study is related to the current research in that both studies assessed marketing skills required in business education programme. Both studies also used survey researcher design. However, the study differed from the present study in that it focused on the strategic performance assessment of Nigeria tertiary institution business education programme on entrepreneurship intervention, while the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria. Both differ in that Akende's study had no hypothesis but the present study has seven hypotheses.

Creativity Skills Required by Business Education Graduates for SSB Operation

Akpan (2014) conducted a study on creativity skills needed by polytechnic graduates for economic success in Honey production and packaging. The purpose of the study was to identify creativity skill required by polytechnic graduates for economic success in honey production. Two research questions guided the study and one hypothesis was tested at 0.05 level of significant. The study employed survey design. The population was 100 bee farmers. The instrument for collecting data was questionnaire. The area of the study was Nasarawa State. The study revealed that all the bee famers who were interviewed lack creativity skills in honey production. It was recommended that state government should organise seminars and workshop for bee farmers in order to help them acquire such creativity skill in honey production.

The study of Akpan (2010) and the present study are related. The both studies dealt with creativity skills needed for business operation and used questionnaire as instrument to collect data. The different is that the Akpan's study was on honey production and creativity in packaging required by polytechnic graduating students for economic success in Nasarawa

State while, the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria.

McMurtrey, Downey, Zeltman, and Friedman (2008) carried out a study on creative/critical skill sets of entry-level IT professionals: An empirical examination of perceptions from field personnel. The purpose of this study was to determine which skills were most important for entry-level IT personnel based on the perceptions of IT professionals in the field. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The study adopted a survey research design for this study. The population of this study comprised 153 IT field personnel from six organizations and empirically examined which skills they thought most important for entry-level IT professionals. A structured questionnaire was used for data collection. The research questions were answered using percentages and mean while the t-test was used to test the hypotheses.

Results found that the most important skills for new IT professionals were soft skills, specifically the personal attributes of problem-solving, critical thinking, and team skills. However, the study also found that technical skills were essential, especially database knowledge and proficiency, knowledge of programming languages, object-oriented knowledge, and web development skills. Some skills were not considered very important, particularly specialized software for applications such as decision support systems, expert systems, GIS, and ERP systems. Some skills in the area of business expertise were also rated highly, especially ethics/privacy and security issues. In comparing the four skill areas, the study found that each area was significantly different than the other three in terms of importance, in this order: personal attributes, business expertise, is core knowledge items, and proficiencies.

The study also found some significant differences in the importance of some skills depending on the respondent's age, gender, years in IT field, and management level. This

study recommended that academic programmes should focused on enhancing these areas, concentrating on soft skills and those more traditional areas of MIS, including databases, programming languages, and web skills.

The study is related to the current research in that both studies assessed creativity skills *required in* business. Both studies also used survey research design. However, the study differed from the present study because it focused on creative/critical skills sets of entry-level IT professionals: An empirical examination of perceptions from field personnel in USA, while the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria.

Human Resource Management Skills Required by Business Education Graduates for SSB Operation

Okoro (2015) conducted a study on assessment of information and communication technology competencies required by university postgraduate business education students to handle entrepreneurship business challenges in Nigeria. Therefore, this study assessed the management competencies required 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 southeast geopolitical zones in Nigeria. The questionnaire was adequately validated by experts in Business Education and measurement and evaluation. The internal consistency of the instrument was determined using Cronbach alpha with a reliability coefficient of 0.93 was used for data collection. The mean and standard deviation were used to answer the research questions, while T-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. It was recommended that Business Education graduates should undergo conferences and workshops on how to management small scale businesses.

Okoro's (2015) study is related to the present study because both focused on human resources management skills required by business education students. Both studies also use survey, and a structured questionnaire to seek information from their respondents. However, both studies differed significantly in their area of the study and population of the study. They also differ in that the present study focused on entrepreneurial skills required by business education graduates for small scale business operation in Akwa-Ibom State, Nigeria, while Okoro's study focused on assessment of information and communication technology skills required by university postgraduate business education students to handle entrepreneurship business challenges in Nigeria.

Summary of Review of Related Literature

The review of related literature for this study was organised under conceptual framework, theoretical framework and theoretical studies. Under conceptual framework, concept like entrepreneurial skills acquisition, business education graduates and small scale business were defined. Theoretical framework provides readers with concepts of Schumpeterian and Harbermas theories which are related to this work as well.

Under theoretical studies, six sub-topics were discussed. The sub-topics treated include: history and objectives of business education. Business education programme at all levels is to provide the necessary competencies and skills for work environment among business education graduates in order to reduce alarming rate of business failures and unemployment. Entrepreneurship training as a mandate to help business education graduates possess skills necessary for small scale business operation. It was also noted that business education programme provides business education graduates with opportunities in business

environment. Characteristics of an entrepreneur were also discussed as a business undertaker who possess enthusiastic vision and that the vision is his driving force to operate his small scale business successfully.

Different entrepreneurial skills required were also reviewed. Business education graduates should acquire business management skills to help them plan, direct and organize his business to achieve his business goals. The review also focussed on ICT skills expected of business education graduates to acquire. Some of the ICT skills listed are ability to operate computer, send and receive information, store and retrieve, process and analyze information. Marketing skills expected of business education graduates to acquire were also discussed as ability to capture market trends, analyse demand, promote the enterprise, acquire good sales habits, be able to carry out effective marketing information research, ability to acquire marketing techniques, be tactful, cheerful, polite and to encourage customers' patronage. The review also discusses creativity skills expected of business education graduates to acquire. These creativity skills include: ability to generate ideas, using variety of techniques to do something which will generate profits to the business, ability to evaluate ideas based on the previous and develop new one to generate income. Human resources management skills to include; ability to set appropriate goals, ability to plan effectively for goal attainment, ability to organize resources (human and material) for goal attainment, ability to implement plans for goal attainment, ability to evaluate all activities and operations in the process of goal attainment.

While previous studies conducted by other researchers have been helpful in the organization of this research work, most of the earlier research works focused on skills expected of business education students for successful business entrepreneurship. None of the studies focused on entrepreneurial skills required by business education graduates for small

scale business operations in Akwa-Ibom State, Nigeria. This gap therefore further strengthened the rationale for the present study.

CHAPTER THREE

METHOD

This chapter presents the procedure that was used in the study. It was treated under 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

The study adopted descriptive survey design. A descriptive survey design was used for this study because the study was aimed at ascertaining and establishing the status quo, facts or pieces of information concerning the population. According to Nworgu (2015), a survey research design is one which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. The researcher considered this design appropriate for this study since data were collected from business education graduates in Akwa Ibom State regarding the extent they required entrepreneurial skills for small scale businesses.

Area of the Study

This study was carried out in Uyo Senatorial District of Akwa Ibom State. Uyo Senatorial District is one of the three senatorial districts in Akwa Ibom State with nine local government areas. This area is selected for the study because it has high concentration of small scale business entrepreneurs and ICT operation centres, ICT facilities and relatively regular supply of electricity. Akwa Ibom State fondly referred to as “the land of promise” was created on 27th September, 1987 by the then General Ibrahim Babangida administration. Akwa Ibom State is bounded by Abia State in the north, Cross River State in the East, Rivers State in the West and the Bright of Bonny in the South. It lies between latitude 4°33` and 5°33` north of the equator and longitude 7°35` and 8°35` and the East.

The land mass of the state is about 7,245,935 square kilometres. Akwa Ibom State is one of the oil producing states. Occupationally, they are peasant farmers, civil servants, business gurus with many companies and industries. The rationale for this choice is based on the fact that the state has many small scale business enterprises such as retail outlets, soap and biscuits factories, fast food outlets, super market outlets and many of them are not doing well or not functioning. This study is expected to reveal strengths and weaknesses of business education graduates operating such businesses and to enable them improve

Population of the Study

The population for this study consisted of 505 registered business education graduates that operate small scale business enterprises in Uyo Senatorial District of Akwa Ibom State, Nigeria. The local government areas which constitute the district are Uyo, Ibesikpo; Uruan; Nsit-Ibom; Nsit-Ubium; Ibiono-Ibom; Itu and Etinan. Information gathered from the Ministry of Commerce and Industry (2016) showed the population distribution of business education graduates that operate small scale business enterprises in Uyo Senatorial District of Akwa-Ibom State registered, Nigeria (see Appendix D at page 124).

Sample and Sampling Technique

Since the population of the study was not too large but small and manageable, the researcher decided to use all the identified registered business education graduates operating small scale businesses in Uyo Senatorial District of Awka Ibom State.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire developed by the researcher based on the review of related literature and the research which guided the study. The questionnaire was tagged “Entrepreneurial skills required by Business education graduates for small scale business operation questionnaire (QESPBE)”. The questionnaire has two Parts, A and B. Part A contained two items on the demographic data of the

respondents while Part B consisted of questionnaire items divided into five clusters of B1 – B5, with 15, 10, 10, 10 and 10 items respectively giving 55 items for the entire instrument. The instrument was structured on a 5- point rating scale of Very Highly Required (5), Highly Required (4), Moderately Required (3), Lowly Required (2) and Very lowly Required (1).

Validation of the Instrument

To ascertain the validity of the instrument, the researcher submitted the research topic, purpose of the study, research questions, hypotheses and a draft copy of the instrument to two experts in business education from the Department of Vocational Education and one expert in the Department of Vocational Education in Faculty of Education, University of Uyo for face validation. These experts were asked to validate the instrument in reference to the relevance, clarity of the instructions, appropriateness of the language, item construct and freely modify as they deem fit to ensure the validity of the instrument. These experts were selected based on the fact that they have knowledge and experience in test construction. Based on their recommendations, modification were made and approved by the researcher's supervisor before producing the final copies of the instrument.

Reliability of the Instrument

The reliability of the instrument was established using a trial test involving 20 selected business education graduates sampled Ikot Ekpene Senatorial District of Akwa Ibom State, which was outside the study area. The area was chosen because it has similar features to the studied area. Data collected were analysis using Cronbach alpha to determine the reliability of each of the five clusters of the instrument. The reliability values obtained were 0.80, 0.97, 0.89, 0.66 and 0.95 for Parts B1 to B5 respectively with overall value of 0.85 indicating a high reliability coefficient according to Nworgu (2015). The reliability computation is presented as Appendix D on page 124.

Method of Data Collection

The researcher personally distributed copies of the questionnaire to the respondents with the help of four research assistants who were briefed on how to administer the instrument. On the spot completion and retrieval method was adopted to avoid loss or misplacement by some respondents. Where on-the-spot completion and retrieval was not possible, the researcher and research assistants re-visited the respondents at an agreed date and collected the completed copies of the questionnaire. A period of three week was used for distribution and collection of the questionnaire. Out of 505 copies of the questionnaire distributed to the respondents, 497 (representing 98 percent) were filled, retrieved and used for data analysis. Three copies of the questionnaire were misplaced by respondents which represent two percent.

Method of Data Analysis

Data collected were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions and standard deviation was used to determine the closeness of the respondents' mean ratings with Statistical Package for Social Science (SPSS). Decisions on the questionnaire items and research questions were based on the item and clusters mean relative to the real limits of numbers.

Responses	Rating Scale	Real Limits of Number
Very Highly Required (VHR)	5	4.50 - 5.00
Highly Required (HR)	4	3.50 - 4.49
Moderately Required (MR)	3	2.50 - 3.49
Lowly Required (LR)	2	1.50 - 2.49
Very Lowly Required (VLR)	1	0.50 - 1.49

The null hypotheses were tested with t-test statistics. A hypothesis was rejected where the calculated t-value was greater than the table t-value. On the other hand, where the calculated t-value was less than the table t-value, the null hypothesis was not rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of the data collected in respect of the study. The research questions and null hypotheses were analysed and presented in Table 1-15.

Research Question 1

To what extent do business education graduates require business management skills for small scale business operations in Akwa-Ibom State?

Table 1: Respondents' mean ratings on the business management skills required for small scale business operations in Akwa-Ibom State N = 497

S/N	Items on Business Management Skills Ability to:	\bar{X}	SD	Decision
1.	develop skills for effective growth and development of the business.	3.30	.46	Moderately Required
2.	interpret market information	3.20	.40	Moderately Required
3.	make a choice for the business.	3.70	.46	Highly Required
4.	keep cordial relationship with the customers	3.70	.46	Highly Required
5.	keep good record procedures	3.54	.53	Highly Required
6.	coordinate business activities	3.24	.46	Moderately Required
7.	determine causes of business failures and to prevent it from collapsing	3.20	.40	Moderately Required
8.	control the affairs of the establishment	3.50	.50	Highly Required
9.	make impact on management policy	3.38	.52	Moderately Required
10.	implement planned programme of actions	3.56	.53	Highly Required
11.	appraise employees performance to make decision	3.50	.50	Highly Required
12.	manage the business effectively and prioritizing business activities	3.60	.49	Highly Required
13.	combine management plans	3.40	.49	Moderately Required
14.	knowledge of business logistics and policies	3.60	.49	Highly Required
15.	manage business time effectively	3.43	.52	Moderately Required
Cluster Mean		3.44		Moderately Required

Table 1 shows that eight items of the 15 listed for business management skills have mean ratings ranging between 3.50 to 3.70 indicate that business education graduates who operate small scale businesses in Akwa-Ibom State highly require business management skills. The remaining seven items have mean ratings ranging between 3.20 to 3.43 which

showed that the respondents require them at a moderate level. The standard deviations of 0.40 to 0.53 are within the same range. This means that the respondents were not wide apart in their mean ratings. The cluster means of 3.44 showed that the business education graduates operating small scale businesses in Akwa-Ibom State require business management skills at a moderate level.

Research Question 2

To what extent do business education graduates require information and communication technology (ICT) skills for small scale business operations in Akwa-Ibom State?

Table 2: Respondents' mean ratings on the information and communication technology (ICT) skills required for small scale business operations in Akwa-Ibom State N = 497

S/N	Items on ICTs Skills Ability to:	\bar{X}	SD	Decision
1.	type and produce documents	4.11	.57	Highly Required
2.	send and receive e-mails	4.20	.40	Highly Required
3.	collection and dissemination of information using smart phone, e-mail, etc	4.49	.50	Highly Required
4.	produce document with word processor	4.19	.60	Highly Required
5.	key in different packages (Microsoft words, excel, corel draw and power point)	3.90	.54	Highly Required
6.	Ability to copy, paste or insert in another location	4.09	..54	Highly Required
7.	create website	4.60	.49	Very Highly Required
8.	use the internet	4.40	.49	Highly Required
9.	retrieve information	4.30	.78	Highly Required
10.	protect records data encryption against disaster to ensure business continuity	4.29	.64	Highly Required
Cluster Mean		3.84		Highly Required

Table 2 shows that nine items of the 10 listed for information and communication technology (ICT) skills have mean ratings ranging between 3.90 to 4.49 indicating that the business education graduates who operate small scale businesses in Akwa-Ibom State highly require business management skills. The remaining one item has mean ratings of 4.60 showed that the respondents require it at a very high level. The standard deviations of 0.40 to 0.78 are within the same range. The cluster means of 4.26 showed that the business education

graduates operating small scale businesses in Akwa-Ibom State require information and communication technology skills at a high level.

Research Question 3

To what extent do business education graduates require marketing skills for small scale business operations in Akwa-Ibom State?

Table 3: Respondents' mean ratings on marketing skills required for small scale business operations in Akwa-Ibom State **N = 497**

S/N	Item on Marketing Skills	\bar{X}	SD	Decision
	Ability to:			
1.	familiarize with various aspects of sales and services	3.90	.70	Highly Required
2.	promote and sell various companies products	3.90	.54	Highly Required
3.	good relations	4.10	.54	Highly Required
4.	determine what customers need at a particular season	4.10	.54	Highly Required
5.	use appropriate channel of distribution at the right time	4.48	.49	Highly Required
6.	package different products	4.30	.78	Highly Required
7.	identify products of interest by the customers	4.10	.70	Highly Required
8.	determine current and future trends in sales of products	4.11	.63	Highly Required
9.	exhibit knowledge of general advertising to attract customers	4.10	.30	Highly Required
10.	determine available goods and to advertise them effectively.	4.19	.60	Highly Required
Cluster Mean		4.13		Highly Required

Table 3 shows that all the ten items listed for marketing skills have mean ratings ranging between 3.80 to 4.30 indicate that the business education graduates who operate small scale businesses in Akwa-Ibom State highly require marketing skills. The standard deviations of 0.54 to 0.78 are within the same range. The cluster means of 4.13 showed that the business education graduates operating small scale businesses in Akwa-Ibom State require marketing skills at a high level.

Research Question 4

To what extent do business education graduates require creativity skills for small scale business operations in Akwa Ibom State?

Table 4: Respondents' mean ratings on creativity skills required for small scale business operations in Akwa Ibom State N = 497

S/N	Item on Creativity Skills Ability to:	\bar{X}	SD	Decision
1.	generate new ideas for the business	2.00	.28	Lowly Required
2.	use personal initiative to solve problems	2.10	.30	Lowly Required
3.	create values for products and services using appropriate strategies.	2.00	.45	Lowly Required
4.	create new ideas from the originals i.e creative thinking for growth and achievement of business	1.90	.30	Lowly Required
5.	think through problems to provide solutions i.e using insight to generate solution to problems	1.80	.40	Lowly Required
6.	carry out different activities using several skills and talents to develop new methods and rules for business growth	4.00	.45	Highly Required
7.	understanding different methods of doing new things for customers satisfaction.	3.80	.40	Highly Required
8.	use current information for the growth and development of the business.	2.80	.40	Moderately Required
9.	be imaginative and creative in thinking	4.00	.45	Highly Required
10.	put in extra hours of work for the success of the business.	4.00	.45	Highly Required
Cluster Mean		2.84		Moderately Required

Table 4 shows that five items of the 10 listed for creativity skills have mean ratings ranging between 1.80 to 2.10 indicate that the business education graduates who operate small scale businesses in Akwa-Ibom State highly required creativity skills and four items were moderately required. The remaining one item has mean ratings of 2.80 which showed that the respondents required it at a moderate level. The standard deviations of 0.28 to 0.45 are within the same range. The cluster means of 2.84 shows that the business education graduates operating small scale businesses in Akwa-Ibom State require creativity skills at a high level.

Research Question 5

To what extent do business education graduates require human resource management skills for small scale business operations in Akwa Ibom State?

Table 5: Respondents' mean ratings on the extent they require human resources management skills for small scale business operations in Akwa Ibom State. N=497

S/N	Item on Human Resources Mgt Skills	\bar{X}	SD	Decision
1.	manage people effectively	3.90	.70	Highly Required
2.	organize human and material resources for a goal attainment	3.91	.71	Highly Required
3.	manage time to meet job schedules	4.30	.46	Highly Required
4.	determine employee training/development needs	4.20	.40	Highly Required
5.	conduct interview for hiring of employees	4.00	.45	Highly Required
6.	source for funds for the running of small scale business	4.00	.45	Highly Required
7.	effective supervision	4.20	.75	Highly Required
8.	apply integrating business skills	4.20	.75	Highly Required
9.	have constant alertness to market changes	4.10	.70	Highly Required
10.	evaluate all activities	4.10	.83	Highly Required
Cluster Mean		4.09		Highly Required

Table 5 shows that all the ten items listed for human resources management skills have mean ratings ranging between 3.90 to 4.30 indicate that the business education graduates who operate small scale businesses in Akwa-Ibom State highly required human resources management skills. The standard deviations of 0.40 to 0.83 are within the same range. The cluster means of 4.09 showed that the business education graduates operating small scale businesses in Akwa-Ibom State required human resources management skills at a high level.

Test of Hypotheses

The ten null hypotheses formulated for the study were tested in this section. The t-test statistical tool was used to analyze data relating to the ten hypotheses at 0.05 level of significance.

Hypothesis 1

There is no significant difference in the influence of gender on respondents' mean ratings on the extent they require business management skills for small scale business operation in Akwa-Ibom State.

Table 6: t-test summary of influence of gender on respondents' mean ratings on the business management skills required.

Gender	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Male	229	4.10	.11	0.05	495	0.93	1.96	Not Significant
Female	276	4.16	.14					

Data in table 6 shows that the calculated t-value of 0.93 is less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of male and female respondents on the level of their required business management skills for small scale business operations in Akwa Ibom State. Therefore the hypothesis was upheld.

Hypothesis 2

There is no significant difference in the influence of location on respondents' mean ratings on the extent they require d business management skills for small scale business operation in Akwa-Ibom State.

Table 7: t-test summary of influence of location on respondents' mean ratings on their business management skills required.

Location	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Urban	309	4.13	.14	0.05	495	0.63	1.96	Not Significant
Rural	188	4.16	.18					

Data in table 7 show that the calculated t-value of 0.63 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of urban and rural respondents on the level of their business management skills required for small scale business operations in Akwa Ibom State. Therefore the hypothesis was upheld.

Hypothesis 3

There is no significant difference in the influence of gender on respondents' mean ratings on the extent they required information and communication technology skills for small scale business operations in Akwa-Ibom State.

Table 8: t-test summary of influence of gender on respondents' mean ratings on the information and communication technology skills required.

Gender	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Male	229	4.21	.16	0.05	495	-2.35	1.96	Not Significant
Female	276	4.35	.14					

Data in table 8 shows that the calculated t-value of -2.35 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of male and female respondents on the level of the information and communication technology (ICTs) skills required for small scale business operations in Akwa-Ibom State. Therefore the hypothesis was upheld.

Hypothesis 4

There is no significant difference in the influence of location on respondents' mean ratings on the extent of information and communication technology skills required for small scale business operation in Akwa-Ibom State.

Table 9: t-test summary of influence of location on respondents' mean ratings on the information and communication technology skills required.

Location	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Urban	309	4.12	.20	0.05	495	1.82	1.96	Not Significant
Rural	188	4.17	.22					

Data in table 9 show that the calculated t-value of 1.82 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that

there is no significant difference in the mean ratings of urban and rural respondents on the level of the information and communication technology (ICTs) skills required for small scale business operations in Akwa-Ibom State. Therefore the hypothesis was upheld.

Hypothesis 5

There is no significant difference in the influence of gender on respondents' mean ratings on the extent of the marketing skills required for small scale business operations in Akwa Ibom State.

Table 10: t-test summary of influence of gender on respondents' mean ratings on the marketing skills required.

Gender	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Male	229	4.20	.10	0.05	495	1.73	1.96	Not Significant
Female	276	4.17	.12					

Data in table 10 shows that the calculated t-value of 1.73 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of male and female respondents on the level of marketing skills they require for small scale business operations in Akwa-Ibom State. Therefore the hypothesis was upheld.

Hypothesis 6

There is no significant difference in the influence of location on respondents' mean ratings on the extent they marketing skills required for small scale business operation in Akwa-Ibom State.

Table 11: t-test summary of influence of location on respondents' mean ratings on their marketing skills required.

Location	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Urban	309	4.11	.09	0.05	495	1.91	1.96	Not Significant
Rural	188	4.13	.13					

Data in table 11 shows that the calculated t-value of 1.91 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of urban and rural respondents on the level of their marketing skills required for small scale business operations in Akwa Ibom State. Therefore the hypothesis was upheld.

Hypothesis 7

There is no significant difference in the influence of gender on respondents' mean ratings on the creativity skills required for small scale business operations in Akwa Ibom State.

Table 12:

t-test summary of influence of gender on respondents' mean ratings on creativity skills required.

Gender	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Male	229	4.09	.23	0.05	495	-0.49	1.96	Not Significant
Female	276	4.10	.17					

Data in table 12 shows that the calculated t-value of -0.49 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of male and female respondents on the level of their creativity skills required for small scale business operations in Akwa Ibom State. Therefore the hypothesis was upheld.

Hypothesis 8

There is no significant difference in the influence of location on respondents' mean ratings on the extent they required creativity skills for small scale business operation in Akwa Ibom State.

Table 13: t-test summary of influence of location on respondents' mean ratings on their required creativity skills.

Location	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Urban	309	2.93	.12	0.05	495	2.07	1.96	Significant
Rural	188	2.93	.13					

Data in table 13 shows that the calculated t-value of 2.07 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is a significant difference in the mean ratings of urban and rural respondents on the level of their required creativity skills for small scale business operations in Akwa Ibom State. Therefore the hypothesis was not upheld.

Hypothesis 9

There is no significant difference in the influence of gender on respondents' mean ratings on the extent they possess human resources management skills for small scale business operations in Akwa-Ibom State.

Table 14: t-test summary of influence of gender on respondents' mean ratings on the human resources management skills required.

Gender	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Male	229	4.09	.23	0.05	495	-0.49	1.96	Not Significant
Female	276	4.10	.17					

Data in table 14 shows that the calculated t-value of -0.49 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is no significant difference in the mean ratings of male and female respondents on the level of the human resources management skills required for small scale business operations in Akwa Ibom State. Therefore the hypothesis was upheld.

Hypothesis 10

There is no significant difference in the influence of location on respondents' mean ratings on the extent the human resources management skills required for small scale business operation in Akwa Ibom State.

Table 15: t-test summary of influence of location on respondents' mean ratings on the human resources management skills required.

Location	N	\bar{X}	SD	α	df	t-cal	t-crit	Decision
Urban	309	2.98	.04	0.05	495	0.60	1.96	Not Significant
Rural	188	2.88	.03					

Data in table 15 shows that the calculated t-value of 0.60 was less than the t-critical value of 1.96 at 495 degree of freedom and at 0.05 level of significance. This means that there is a significant difference in the mean ratings of urban and rural respondents on the level of the human resources management skills required for small scale business operations in Akwa Ibom State. Therefore the hypothesis was upheld.

Summary of Findings

The findings of the study are summarized as follows:

1. That business education graduates in Akwa-Ibom State moderately required business management and creativity skills for small scale business operations.

2. Business education graduates in Akwa-Ibom State highly required information and communication technology, marketing and human resources management skills for small scale business operations.
3. There was no significant difference in the mean ratings of male and female business education graduates on the level of business management skills they require for small scale business operations in Akwa-Ibom State.
4. Business education graduates as a result of location do not differ significantly in their mean ratings on the level of business management skills they required for small scale business operations in Akwa-Ibom State.
5. There was no significant difference in the mean ratings of male and female business education graduates on the level of information and communication technologyskills they required for small scale business operations in Akwa-Ibom State.
6. Business education graduates as a result of location do not differ significantly in their mean ratings on the level of information and communication technologyskills they required for small scale business operations in Akwa-Ibom State.
7. There was no significant difference in the mean ratings of male and female business education graduates on the level of marketing skills they required for small scale business operations in Akwa-Ibom State.
8. Business education graduates as a result of location do not differ significantly in their mean ratings on the level of marketing skills they required for small scale business operations in Akwa-Ibom State.
9. There was no significant difference in the mean ratings of male and female business education graduates on the level of creativity skills they required for small scale business operations in Akwa-Ibom State.

10. Business education graduates as a result of location differ significantly in their mean ratings on the level of creativity skills they required for small scale business operations in Akwa-Ibom State.
11. There was no significant difference in the mean ratings of male and female business education graduates on the level of human resources management skills they required for small scale business operations in Akwa-Ibom State.
12. Business education graduates as a result of location do not differ significantly in their mean ratings on the level of human resources management skills they required for small scale business operations in Akwa-Ibom State.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion arising from the study, findings, implications of the study, recommendations and suggestions for further studies.

Discussion of Findings

Findings of this study are discussed according to the research questions guiding the study and the hypotheses as follows:

Business Management Skills required by Business Education Graduates for SSB Operations

The finding of the first research question revealed that business education graduates in Akwa-Ibom State moderately required business management skills for small scale business operations. This finding is in line with the position of Ekpenyong and Ojo (2008) who noted that business education graduates are expected to require adequate management skills at a high level in order to function effectively in their businesses. Obereh (2011) had opined that acquisition of business management skills will facilitate effective job performance in the operation in the area of receiving, recording, processing, analyzing and processing of information. That they will be performing below expectation. Obereh's opinion agreed with Bernard (2011) who stated that good business management skills play major roles in the process of achieving the set goals of an organization. The fact that business education graduates required business management skills at a moderate level means that they are not well equipped.

The test of the first hypothesis revealed that there was no significant difference in the mean ratings of male and female respondents on the extent they require business management skills. This was in support with Okoro's (2015) who stated that business education graduates are competent in ability to planning, organizing, sourcing funds for the small scale business

respective of gender. Both male and female respondents are not lagging behind in business management skills.

It was further found that business location has no significant influence on the level of business management skills required by the respondents. This was in agreement by Akabueze (2012) who held that business education graduates are competent in creating of job, rescuing out of unemployment and poverty and thereby impact upon developing skills, self-esteem and self-sufficiency respective of their location in the state.

Information and Communication Technology Skills required by Business Education Graduates for SSB Operations

The finding of the second research question revealed that business education graduates in Akwa-Ibom State highly required information and communication technology skills for small scale business operations. This finding is in line with the position of view of Nkenga (2008) who observed that GSM operators have empowered several unemployed persons especially youths to own their own franchise where they operate phone kiosks, sales of recharge cards and render call services to generate income for their households. Nkenga further stated that apart from generating income for sustenance, ICT has provided skills in business intelligence, knowledge, management, customer relationship management, supply chain management, cyber marketing, cyber law, enterprise resource planning and disaster recovery. The fact that business education graduates required information and communication technology at a high level means that they are well equipped.

The test of the third hypothesis revealed that there was no significant difference in the mean ratings of male and female respondents on the extent they possess information and communication technology skills. This was in support with Nwaukwa (2015) who stated that business education graduates are competent in ability to operate computer for business, making payment through POP machines and sending of business offer/order for small scale business respective of gender. Both male and female respondents are not lagging behind in

information and communication technology skills. It was further found that business location has no significant influence on the level of information and communication technology skills required by the respondents. This was in agreement by Okoro (2013) who held that business education graduates are competent in using GSM phone, word processing, electronic spreadsheet application and power point presentation respective of their location in the state.

Marketing Skills required by Business Education Graduates for SSB Operations

The finding of the third research question revealed that business education graduates in Akwa-Ibom State highly required marketing skills for small scale business operations. This finding is in line with the view of Ezeani (2008) who stated that marketing skill is the art of developing and distributing goods and services to consumers as well as businesses. This was in agreement with Oboreh (2010) who noted that business education graduates laudable qualities and marketing skills for making an entrepreneur as they fulfill the entrepreneurial objectives of grooming and breeding innovative individuals that will create jobs themselves instead of seeking employment opportunities elsewhere. More so, finding was in disagreement with Ikpo (2010) who opined that entrepreneurs lack marketing skills and that the trainee is subject to learn nothing from them. The fact that business education graduates required marketing skills at a moderate level means that they are well equipped.

Findings from the test of the five hypothesis revealed that there was no significant difference in the mean ratings of male and female respondents on the extent they possess marketing skills. This was in disagreement with Emeasoba (2016) who opined that male and female OTM lecturers required only computer operation skills to a high extent and networking, telecommunication and media competencies to a low extent. Both male and female respondents are not lagging behind in marketing skills.

It was further found that business location has no significant influence on the level of marketing skills required by the respondents. This was not in line with the view of Mernette

and Cruidi (2010) who stated that operators of small scale business in rural areas face more obstacles to business success than their counterparts due poor application of limits rural areas performance in terms of sales revenue, assets, profit margins and live hood of survival.

Creativity Skills required by Business Education Graduates for SSB Operations

The finding of the fourth research question revealed that business education graduates in Akwa-Ibom State moderately required creativity skills for small scale business operations. This finding was in agreement with Akpan (2014) who held that all the bee famers who were interviewed lack creativity skills in honey production. This finding disagreed with Olatoke (2009) who stated that the acquisition of creative skills empowers youth and an individual to be functional in any economy. This finding is in not in line with Drummond (2012) who opined creativity skills involve ability for coming up with new product development, discovering new ways of doing things, exposing oneself with intelligent ideas, finding varied approaches for usual things, marketing new products to new areas, receiving new and good ideas. The fact that business education graduates required creativity skills at a moderate level means that they are not well equipped.

The test of the seventh hypothesis revealed that there was no significant difference in the mean ratings of male and female respondents on the extent they possess creativity skills. The study was in disagreed with McMurtrey, Downey, Zeltmann and Friedman (2008) who noted that gender significantly affects small scale business enterprises on the extent they possess creativity skills. Both male and female respondents are lagging behind in creativity skills.

It was further found that business location has a significant influence on the level of creativity skills required by the respondents. This was in line with Antia (2010) who held that business education graduates are not competent in creativity skills irrespective of their business location.

Human Resources Management Skills required by Business Education Graduates for SSB Operations

The finding of the fifth research question revealed that business education graduates in Akwa-Ibom State highly required human resources management skills for small scale business operations. This finding is in line with the position of Adeyemi (2013) who noted that business education graduates are expected to acquire adequate skills in human resources management skills at a high level in order to function effectively in their businesses. This finding was in agreement with Adeyemi (2013) who stated that business education graduates are expected to acquire competent in planning, organizing, directing, controlling, motivating, staffing, leading, office managing, coordinating and good knowledge of commerce. This was also in agreement with Ekpenyong and Ojo (2008) who opined that human resource management skills needed by business education graduates include planning, organizing and managing small scale or medium scale business, ability to source for funds for the running of a small scale business, developing skills of keeping accounting records of small scale business; effective supervision and coordination of both human and material resources. The fact that business education graduates acquired human resources management skills at a high level means that they are well equipped.

The findings from the test of the ninth hypothesis revealed that there was no significant difference in the mean ratings of male and female respondents on the extent the human resources management skills required. Both male and female respondents are lagging behind in creativity skills. It was further found that business location has no significant influence on the level of human resources management skills required by the respondents. This was in agreement with the view of Okoro (2015) who held that business education graduates are not competent in creativity skills irrespective of their business location.

Conclusion

Based on the findings of the study, it is concluded that, relatively, the business education graduates who operate small scale businesses in Akwa-Ibom State do not perform their functions effectively irrespective of gender and business location since they do not acquire relevant entrepreneurial skills. The results also revealed that business education graduates who operate small scale businesses in Akwa-Ibom State highly required information and communication technology skills, marketing skills and human resources management skills but moderately required business management and creativity skills. The t-test statistics employed showed that a null hypothesis was accepted as critical values were greater than the calculated values.

Implications of the Study

The findings of this study have some educational implications for business education institutions offering business education programmes and their students. Graduates of business education are expected to perform effectively in paid or self employment as well as relevant entrepreneurial skills such as employers of labour. Therefore, business management skills, information and communication technology skills, marketing skills, creativity skills and human resources management skills are very important for their successful business operations.

Academic institutions have a part to play in developing entrepreneurial skills in the students. This implies that for educational institutions to ensure good performance of their graduates' in entrepreneurship, they need to unstage the relevant equipment, suitable curriculum content, adequate number of well qualified lecturers who adopt suitable instructional methods and strategies.

The findings of the study also have implications for business education students to be information specialist and curriculum planners in the area of entrepreneurial skills

needed. The findings on business management skills and creative thinking skills show that these are not properly handled by educators to business education graduates, the curriculum planners of the programme who would be equipped with adequate information that will assist them in designing appropriate training programmes that would help in preparing business education students to attain business management skills and creativity skills that would enable them function effectively as successful business operators. The effective use of these entrepreneurial skills would reduce the rate of small scale business failures in Akwa Ibom State. Also it will help in employment generation which in turn will reduce unemployment among the youths and contribute immensely to the development of the State.

Limitation of the Study

The major limitation encountered during the study had to do with the collection of information from the respondents. Many of the respondents were initially reluctant to complete the questionnaire or volunteer the required information.

The researcher had difficulty in obtaining relevant materials relating to the topic since much not much has been done by researchers or scholars in the area.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. The administrators of business education programmes should collaborate with successful entrepreneurs to map out training programmes that will equip students/graduates with the prerequisite skills through conferences, seminars and workshops.

2. Business education curricular developers should emphasize on entrepreneurial skills content in the programmes and regularly restructure and update them relative to changes on the work place and business environments.
3. Government and other bodies should provide business education students and researchers research grants to promote SSB.
4. Government at all levels should fund the training and re-training of the business education graduates in entrepreneurship programmes to enhance their success in small scale business operations.

Suggestion for Further Studies

The following are suggestions for further research.

1. Assessment of entrepreneurial skills of self-employed graduate entrepreneurs and management of small scale enterprises (SMEs) in South-South Nigeria
2. Determination of entrepreneurial skills required by university postgraduate business education students to handle entrepreneurship challenges in South-South, Nigeria.
3. Entrepreneurial skills required by business education graduates for handling small scale business operation in others state of the federation.
4. The study should be expanded to cover business organizations such as larger business entities and conglomerates.

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APPENDIX A
TRANSMITTAL LETTER

Dept. of Vocational Education
Faculty of Education
Nnamdi Azikiwe University
Awka
Anambra State, Nigeria
October 2nd, 2015

Dear Sir/Madam,

REQUEST FOR COMPLETION OF A QUESTIONNAIRE

The researcher is a Ph.D. student in the above department carrying out a study to ascertain information on the extent of Acquisition of entrepreneurial skills by Business Education graduates for of small scale Business operation (SSB) in Akwa Ibom State of Nigeria.

The attached questionnaire is designed for collection of relevant data for the study. As an entrepreneur in my area of study, your input is very vital to a successful conduct of this study. I therefore request you to assist me in completing the questionnaire to express your views which will be used to reach the decisions relating to the study only.

This research work is an academic exercise and you are assured that your responses will be held in strict confidence and use solely for the stated academic purpose.

Thanks for your anticipated cooperation.

Yours faithfully,

GoddyMkpa, Commy Precious
Researcher
0802989893

APPENDIX B

QUESTIONNAIRE ON EXTENT OF ENTREPRENEURIAL SKILLS REQUIRED BY BUSINESS EDUCATION GRADUATES FOR SMALL SCALE BUSINESS OPERATION (QESBEGSSBO)

PART A: DEMOGRAPHIC INFORMATION

INSTRUCTION: Please tick (✓) in the options for items 1 and 2 below as they apply to you:

1. Gender: Male ☐ Female ☐
2. Location: Urban ☐ ☐

PART B:

Listed below are entrepreneurial skills that could lead to business success. As a business education graduates, please tick (✓) in the appropriate column for all items in the cluster B1 to B5 to indicate your rating of how much of these entrepreneurial skills you possess for success in small scale business (SSB) operation in Akwa Ibom State. Kindly use the rating scale below.

Very Highly Required (VHP)	5
Highly Required (HP)	4
Moderately Required (MP)	3
Lowly required (LP)	2
Very Lowey required (VLP)	1

B-I:

Extent of acquisition of business management skills for small scale business operation

S/N	Items on Business Management Skills	VHP	HP	MP	LP	VLP
	Ability to:					
1	develop skills for effective growth and development of the business.					
2	interpret market information					
3	make a choice for the business.					
4	keep cordial relationship with the customers					
5	keep good record procedures					
6	coordinate business activities					
7	determine causes of business failures and to prevent it from collapsing					
8	control the affairs of the establishment					
9	make impact on management policy					
10	implement planned programme of actions					
11	appraise employees performance to make decision					
12	manage the business effectively and prioritising business activities					
13	combine management plans					
14	know business logistics and policies					
15	manage business time effectively					

B-II:

Extent of acquisition of Information and Communication Technology (ICT) skills for small scale business operation

S/N	Items on Information and Communication Technology Skills Ability to:	VHP	HP	MP	LP	VLP
16	type and produce documents					
17	send and receive e-mails					
18	collection and dissemination of information using smart phone, e-mail, etc					
19	produce document with word processor					
20	key in different packages (Microsoft words, excel, corel draw and power point)					
21	copy, paste or insert in another location					
22	create website					
23	use the internet					
24	retrieve information					
25	protect records data encryption against disaster to ensure business continuity					

B –III

Extent of acquisition of marketing skills for small scale business operation

S/N	Items on Marketing Skills	VHP	HP	MP	LP	VLP
	Ability to:					
26	familiarize with various aspects of sales and services					
27	promote and sell various companies products					
28	good relations					
29	determine what customers need at a particular season					
30	use appropriate channel of distribution at the right time					
31	package different products					
32	identify products of interest by the customers					
33	determine current and future trends in sales of products					
34	exhibit knowledge of general advertising to attract customers					
35	determine available goods and to advertise them effectively.					

B –IV

Extent of required ion of creativity skills for small scale business operation

S/N	Items on Creativity Skills	VHP	HP	MP	LP	VLP
	Ability to:					
36	generate new ideas for the business					
37	use personal initiative to solve problems					
38	create values for products and services using appropriate strategies.					
39	create new ideas from the originals i.e creative thinking for growth and achievement of business					
40	think through problems to provide solutions i.e using insight to generate solution to problems					
41	carry out different activities using several skills and talents to develop new methods and rules for business growth					
42	understand different methods of doing new things for customers satisfaction.					
43	use current information for the growth and development of the business.					
44	be imaginative and creative in thinking					
45	put in extra hours of work for the success of the business.					

B-V

Extent of acquisition of human resources management skills for small scale business operation

S/N	Items on Human Resources Management Skills Ability to:	VHP	HP	MP	LP	VLP
46	manage people effectively					
47	organize human and material resources for goal attainment					
48	manage time to meet job schedules					
49	determine employee training/development needs					
50	conduct interview for hiring of employees					
51	source for funds for the running of small scale business					
52	effective supervision					
53	apply integrating business skills					
54	have constant alertness to market changes					
55	evaluate all activities					

APPENDIX C

Population Distribution by LGAs in Uyo Sentatorial District of Akwa-Ibom

State

S/N	Local Govt Area	Population	Gender		Location	
			Male	Female	Urban	Rural
1.	Uyo	74	30	44	74	-
2.	Ibesikpo	63	34	29	63	
3.	Uruan	60	31	29	60	
4.	Nsit Atai	40	17	23	-	40
5.	Nsit Ibom	68	28	40	-	68
6.	Nsit Ubium	37	16	21	-	37
7.	Ibiono Ibom	63	23	40	63	-
8.	Itu	53	31	22	53	-
9.	Etinan	47	19	28	-	47
	Total	505	229	276	313	192

Source: Ministry of Commerce and Industry (2017)

APPENDIX D

Reliability Statistical Output from Statistical Package for Social Science

Students (SPSS) version-23

GET

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SAVE   OUTFILE='C:\Users\NWOKOCHA\Downloads\EDUCATION   DEPT\mrs.   Precious
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RELIABILITY

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B42 B43 B44 B45 B46 b47 B48 B49B50 B51 B52 B53 B54 B55
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Overall Reliability Section B-I to BV

DATASET ACTIVATE DataSet2.

```
SAVE   OUTFILE='C:\Users\NWOKOCHA\Downloads\EDUCATION   DEPT\mrs.   Precious
Godymkpa edu.sav'
/COMPRESSED.
```

Reliability

Notes		
Output Created		01-MAR-2017 06:44:20
Comments		
Input	Data	C:\Users\NWOKOCHA\Downloads\EDUCATION DEPT\mrs. Precious Godymkpa edu.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.06

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Overall Reliability Section B-I to BV

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	55

Reliability Section B-I

RELIABILITY

/VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes		
Output Created		01-MAR-2017 06:44:20
Comments		
Input	Data	C:\Users\NWOKOCHA\Downloads\EDUCATION DEPT\mrs. Precious Godymkpa edu.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.06

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Section B-I

Reliability Statistics	
Cronbach's Alpha	N of Items
.804	15

Reliability Section B-II

RELIABILITY

/VARIABLES=B16 B17 B18 B19 B20 B21 B22 B23 B24 B25

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

		Notes
Output Created		01-MAR-2017 06:44:52
Comments		
Input	Data	C:\Users\NWOKOCHA\Downloads\EDUCATION DEPT\mrs. Precious Godymkpa edu.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B16 B17 B18 B19 B20 B21 B22 B23 B24 B25 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Section B-II

Reliability Statistics	
Cronbach's Alpha	N of Items
.969	10

Reliability Section B-III

RELIABILITY

/VARIABLES=B27 B28 B29 B30 B31 B32 B33 B34 B35

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

		Notes
Output Created		01-MAR-2017 06:45:29
Comments		
Input	Data	C:\Users\NWOKOCHA\Downloads\EDUCATION DEPT\mrs. Precious Godymkpa edu.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B27 B28 B29 B30 B31 B32 B33 B34 B35 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.06

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Section B-III

Reliability Statistics	
Cronbach's Alpha	N of Items
.887	10

Reliability Section B-IV

RELIABILITY

/VARIABLES=b36 B37 B38 B39 B40 B41 B42 B43 B44 B45

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes		
Output Created		01-MAR-2017 06:46:27
Comments		
Input	Data	C:\Users\NWOKOCHA\Downloads\EDUCATION DEPT\mrs. Precious Godymkpa edu.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=b36 B37 B38 B39 B40 B41 B42 B43 B44 B45 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.663	10

Reliability Section BV

RELIABILITY

/VARIABLES=B46 b47 B48 B49 B50 B51 B52 B53 B54 B55

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Notes		
Output Created		01-MAR-2017 06:47:29
Comments		
Input	Data	C:\Users\NWOKOCHA\Downloads\EDUCATION DEPT\mrs. Precious Godymkpa edu.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
		Cases Used
		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=B46 b47 B48 B49 B50 B51 B52 B53 B54 B55 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.945	10

APPENDIX E

SPSS ANALYSIS

Business Management Skills

	N	Mean	Std. Deviation
develop skills for effective growth and development of the business.	497	3.3000	.45941
interpret market information	497	3.2000	.40100
make a choice for the business.	497	3.7000	.45941
keep cordial relationship with the customers	497	3.6900	.46365
keep good record procedures	497	3.5350	.52932
coordinate business activities	497	3.2350	.45916
determine causes of business failures and to prevent it from collapsing	497	3.2000	.40100
control the affairs of the establishment	497	3.5000	.50125
make impact on management policy	497	3.3800	.51666
implement planned programme of actions	497	3.5550	.52760
appraise employees performance to make decision	497	3.5000	.50125
manage the business effectively and prioritizing business activities	497	3.6000	.49113
combine management plans	497	3.4000	.49113
know business logistics and policies	497	3.6000	.49113
manage business time effectively	497	3.4250	.51546
Valid N (listwise)	497		

Information and Communication Technology (ICT) Skills

	N	Mean	Std. Deviation
type and produce documents	497	4.1121	.57013
send and receive e-mails	497	4.1983	.39956
collection and dissemination of information using smart phone, e-mail, etc	497	4.4957	.50106
produce document with word processor	497	4.1940	.60400
key in different packages (Microsoft words, excel, corel draw and power point)	497	3.8966	.54063
Ability to copy, paste or insert in another location	497	4.0948	.54222
create website	497	4.6034	.49024
use the internet	497	4.4009	.49113
retrieve information	497	4.3017	.78094
protect records data encryption against disaster to ensure business continuity	497	4.2931	.63814
Valid N (listwise)	497		

Marketing Skills

	N	Mean	Std. Deviation
familiarize with various aspects of sales and services	497	3.8966	.70101
promote and sell various companies products	497	3.8966	.54063
good relations	497	4.0991	.53743
determine what customers need at a particular season	497	4.0991	.53743
use appropriate channel of distribution at the right time	497	4.8491	.49113
package different products	497	4.3017	.78094
identify products of interest by the customers	497	4.1034	.70101
determine current and future trends in sales of products	497	4.1078	.63213
exhibit knowledge of general advertising to attract customers	497	4.1091	.29949
determine available goods and to advertise them effectively.	497	4.1940	.60400
Valid N (listwise)	497		

Creativity Skills

	N	Mean	Std. Deviation
generate new ideas for the business	497	2.0160	.00615
use personal initiative to solve problems	497	2.1040	.30155
create values for products and services using appropriate strategies.	497	2.0040	.45615
create new ideas from the originals i.e creative thinking for growth and achievement of business	497	1.9000	.30415
think through problems to provide solutions i.e using insight to generate solution to problems	497	1.7560	.40415
carry out different activities using several skills and talents to develop new methods and rules for business growth	497	4.0040	.45045
understand different methods of doing new things for customers satisfaction.	497	3.8000	.40000
use current information for the growth and development of the business.	497	2.8000	.40000
be imaginative and creative in thinking	497	4.0040	.45155
put in extra hours of work for the success of the business.	497	4.0000	.45000
Valid N (listwise)	497		

Human Resources Management Skills

	N	Mean	Std. Deviation
manage people effectively	497	3.9000	.70000
organize human and material resources for goal attainment	497	3.0992	.70953
manage time to meet job schedules	497	4.3000	.45632
determine employee training/development needs	497	4.2008	.40453
conduct interview for hiring of employees	497	1.7976	.40257
source for funds for the running of small scale business	497	4.0000	.44632
effective supervision	497	4.0016	.44960
apply integrating business skills	497	4.2016	.75960
have constant alertness to market changes	497	4.2160	.75075
evaluate all activities	497	4.1000	.70000
Valid N (listwise)	497		

T-TEST ANALYSIS

T-test

Group Statistics

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Business Management Skills	Male	229	4.0752	.10900	.00991
	Female	276	4.1633	.14248	.01603

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 Management Skills	Equal variances assumed	12.747	.000	.933	198	.352	.01739	.01865	-.01938	.05417
	Equal variances not assumed			.981	197.575	.328	.01739	.01772	-.01756	.05234

Group Statistics

	Location of respondents	N	Mean	Std. Deviation	Std. Error Mean
Business Management Skills	Urban		4.1252	.13900	.00991
	Rural		4.1633	.18248	.01603

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 Management Skills	Equal variances assumed	12.747	.000	.633	495	.252	.01739	.02865	-.0138	.04417
	Equal variances not assumed			.671	187.755	.228	.01739	.02772	-.01656	.04234

T-test

Group Statistics

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Information and Communication Technology Skills	Male	229	4.2101	.16319	.01341
	Female	276	4.3452	.14261	.01556

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	Up
Information and Communication Technology Skills	Equal variances assumed	.003	.960	-2.336	156	.000	-.13510	.02132	-.17711	-.09309
	Equal variances not assumed			-2.576	192.254	.000	-.13510	.02054	-.17562	-.09458

T-test

Group Statistics

	Location of respondents	N	Mean	Std. Deviation	Std. Error Mean
Information and Communication Technology Skills	Urban		4.1236	.19773	.01625
	Rural		4.1679	.22823	.02490

		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
Information and Communication Technology Skills	Equal variances assumed	9.295	.003	-1.547	156	.123	-.04421	.02858	-.10053	.01211
	Equal variances not assumed			-1.487	153.095	.139	-.04421	.02974	-.10296	.01454

T-test

Group Statistics

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Marketing Skills	Male	229	4.1980	.09861	.00811
	Female	276	4.1714	.11981	.01307

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
Marketing Skills	Equal variances assumed	17.405	.000	1.730	495	.070	.03654	.02458	-.00219	.05528
	Equal variances not assumed			1.636	146.836	.086	.03654	.02538	-.00385	.05694

Group Statistics

	Location of respondents	N	Mean	Std. Deviation	Std. Error Mean
Marketing Skills	Urban		4.1080	.08861	.00711
	Rural		4.1314	.12981	.01207

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
Marketing Skills	Equal variances assumed	16.405	.000	1.910	495	.070	.02654	.01458	-.00219	.05528
	Equal variances not assumed			1.816	136.836	.086	.02654	.01538	-.00385	.05694

T-test

Group Statistics

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Creativity Skills	Male	229	4.0858	.23445	.01927
	Female	276	4.1000	.16501	.01800

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
Creativity Skills	Equal variances assumed	6.403	.012	-.490	156	.625	-.01419	.02897	-.07126	.04288
	Equal variances not assumed			-.538	219.475	.591	-.01419	.02637	-.06617	.03779

T-test

Group Statistics

	Location of respondents	N	Mean	Std. Deviation	Std. Error Mean
Creativity Skills	Urban		2.9322	.12484	.00479
	Rural		2.9603	.12752	.00546

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
Creativity Skills	Equal variances assumed	.000	.993	2.070	495	.787	.00196	.00725	-.01232	.01624
	Equal variances not assumed			2.070	235.015	.788	.00196	.00726	-.01235	.01626

T-test

Group Statistics

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Human Relationship Skills	Male	229	1.9310	.04432	.01047
	Female	276	1.9631	.03034	.01142

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 Relationship Skills	Equal variances assumed	1.626	.203	-2.066	156	.040	-.03213	.01555	-.06277	-.00150
	Equal variances not assumed			-2.074	239.594	.039	-.03213	.01549	-.06266	-.00161

T-test

Group Statistics

	Location of respondents	N	Mean	Std. Deviation	Std. Error Mean
Human Relationship Skills	Urban		2.9015	.03537	.00298
	Rural		2.8989	.03196	.00303

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 Relationship Skills	Equal variances assumed	1.476	.225	.604	495	.546	.00260	.00430	-.00588	.01107
	Equal variances not assumed			.611	245.247	.542	.00260	.00425	-.00577	.01097