



Entrepreneurship Skills Needed by Business Education Students for Employability in Epe Local Government of Lagos State, Nigeria

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Abstract

This study examined entrepreneurship skills needed by Business Education Students for employability in Epe Local Government, Lagos State, Nigeria. Descriptive research design was adopted for the study. The population of the study was 834. Sample size of 278 was selected using standard statistical determinant table with the Krejcie and Morgan, Proportionate sampling techniques was adopted to determine the sample size of each institution for the study. Researcher-developed validated questionnaire was utilized for data collection. Reliability of the instrument was determined using test-retest method and a reliability co-efficient of 0.98 was obtained. The data collected was analysed using descriptive weighted mean. The Findings show that business education students should develop a range of entrepreneurship skills, such as marketing, networking, critical thinking, communication, financial literacy, problem-solving, analytical skills, strategic planning, technical expertise, time management, organizational skills, teamwork, and leadership, to better prepare them for them for a competitive business world. Findings also revealed the challenges that hinder the acquisition of entrepreneurial skills. Based on findings, it was recommended among others that Business Education in tertiary institutions should prioritize the incorporation of entrepreneurship skills into the curriculum and prepare students for the competitive business world, equipped entrepreneurship centres with modern facilities that will provide hands-on training and encourage mentorship for business education students among others.

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Introduction

The component of vocational and technical education known as business education provides high school, college, and university business students with the necessary business, economic, and educational information, skills, and competencies (Udo, 2016). In a similar manner, Business Education educates students to excel in various roles as employees, to manage their own business affairs; and to act effectively as consumers and citizens in a commercial economy (Inegbedio, Okoro&Oyewumi, 2018). It is very vital that business education students should develop a range of entrepreneurship skills such as branding, marketing, networking, critical thinking, communication, customer service, financial literacy, problem-solving, analytical skills, strategic planning, technical expertise, time management, organizational skills, teamwork, and leadership. The acquisition of these skills can better prepare students for the competitive business world. However, these afore mentioned skills, are not properly incorporated into the business education curriculum.

Nigeria's rising graduate unemployment rate is attributed to the lack of entrepreneurial skills that can help graduates become creative, innovative, business opportunity seekers as well as transform opportunities and material resources into goods and services for sustainability is the cause of the country's (Tayo & Uguangbe, 2018). It is critical to keep in mind that people's attempts to transform concepts into commercial opportunities lay a solid foundation for entrepreneurship (Afolabi, 2015). Entrepreneurship is the ability to recognise and assess business possibilities, complete necessary tasks, and take action to take advantage of those chances while determining the pace through heightened achievement incentives.

An individual's entrepreneurial spirit is defined as their readiness and ability to explore investment opportunities, use their initiative to turn a business notion into a new endeavour, and successfully run an enterprise (Miller, 2020). Epe a community that has culture that values entrepreneurship spirit. Everycommunity, particularlyEpe, needs this mentality to prosper economically overall. This is consistent with Nwangwu's (2016) assertion that entrepreneurship is the willingness and capacity of a person, business, or organisation to recognise a shift in the environment and seize the chance to create products and services for the general public. According to Nwachukwu and Nwamuo (2013), entrepreneurship entails acquiring the knowledge, competencies, and managerial skills required for independence.

Furthermore, Carriker (2018) stated entrepreneurship is the force behind the growth of new industries, young businesspeople, jobs, and wealth in society. Students of Business Education

Programme have the propensity to start their own businesses, but this propensity is not limited to any one talent. Different people will be able to demonstrate and develop entrepreneurial behaviours, talents, and traits to varying degrees (Gibb, 2015). Due to the fact that these behaviours may be practised, developed, and learnt, it is crucial to expose all students to entrepreneurship education (Ayatse, 2021). Due to the expectations placed on them by postsecondary institutions, students must learn the information skills and attitudes necessary to become independent and adapt to the changing requirements of society. This includes learning about entrepreneurship (Osakwe, 2015).Acquisition of entrepreneurship kills positively impacts employability.

Employability refers to the skills, ability and personal qualities that make a person attractive to potential employers and able to succeed in a job. Developing strong employability qualities can enhance one's career prospects and overall success in the workforce which the acquisition of entrepreneurial skills brings about. The goal of entrepreneurship education and training, according to the European Commission (2018), should be to "build entrepreneurial capacities and attitudes" that benefit economies by encouraging creativity, innovation, and self-employment. The main goal of entrepreneurship education is to increase students' knowledge of and ability to pursue entrepreneurial behaviours, skills, and traits in a variety of contexts. It might be seen as inclusive (Amadi and Amakodi, 2020). It is the process of empowering people with the capacity to spot business opportunities and the insight, enthusiasm, knowledge, guts, and skills to take advantage of them (Unachukwu, 2018).

The capacity to apply one's knowledge efficiently and quickly when completing an act or developing the habit of doing a certain activity entirely is referred to as a skill. (Abubakar, 2019). Nnachi (2017) defines skill as the capacity to perform admirably in a task as well as the outcome of exposure, training, or practice. Therefore, in order for someone to acquire the desired skill, they must put it into practice in order to improve the work at hand for sustainability. Along the same line, Umeji (2016) noted that without exposure, training, or practice, a person can scarcely become proficient at a task. For our students to succeed in extremely unpredictable circumstances, business instructors must help them develop their entrepreneurial discovery, reasoning, and application abilities.

Statement of problem

Business Education programme as a course of study in Nigeria's tertiary institutions is designed to empower students with the right knowledge and abilities to recognise and act on viable business

opportunities, manage finances, market products effectively, and avoid business failure. In business education, entrepreneurship skills acquisition are implemented with approaches and procedures for creating sustainable employability value. Although, lack of entrepreneurial competencies, failure to learn by creating value, failure to acquire the resources necessary to create the value, failure to engage in exploratory value, changing the importance of an issue connected to skill acquisition and training in entrepreneurial activities in business education programme breed unemployment (Agbonlahor, 2016).

Also, the absence of entrepreneurs will result in less employment, less inventive goods, and a weaker economy. Entrepreneurs contribute to economic progress by creating new technologies, products, and services. Entrepreneurs provide new employment opportunities both now and in the future. As a result, entrepreneurial activity also enhances the growth of the company and economy. Entrepreneurs provide employment opportunities for others as well as for themselves. (Morris, Santos & Kuratko, 2020).

Students' entrepreneurial skills must thus be anchored in real-world situations where they collaborate in teams to create value in order to solve these difficulties. This will allow them apply what they have learned, and develop novel, long-lasting solutions to the issue with unemployment. Student who acquires entrepreneurial skills will have the opportunity to use their innovative, creative, and initiative skills in order to be self-employed, which will indirectly ensure that the vision of Business education be realized. This will allow business educators to train and inculcate entrepreneurship skills in teaching and learning therefore, ensuring employability. The study emphasized the impact of entrepreneurial skills to Business Education students.

Purpose of the study

This study examined entrepreneurship skills needed by Business Education student's for employability in Epe Local Government of Lagos State, Nigeria. Specifically, the study sought to:

1. identify entrepreneurship skills required by business education students for employability.
2. problems hindering the acquisition of entrepreneurship skills in business education.
3. impact of entrepreneurship skills on business education students employability.

Research questions

The following questions were answered;

1. What are the entrepreneurship skills needed by business education students for employability?
2. What are the problems hindering the acquisition of skills by business education student in Epe Local Government of Lagos State?
3. How can the acquisition of entrepreneurship skills impact business education students' employability?

Methodology

Descriptive research design was adopted for this study. Area of the study was Epe Local Government area in Lagos State, Nigeria. The target population for this study was 834 drawn from all students studying Business Education from two tertiary institutions in Epe, Lagos State. Sample size was determined using a standard statistical determinant table by Krejcie and Morgan (1970) cited in Olalekan, Abiamuwe, David and Obembe (2022). The table shows that, a population between 500 and 1000, sample size of 217 to 278 can be used. Sample size from the study was 278. Proportionate sampling technique was used. A researcher-developed questionnaire titled Entrepreneurship Skill Needed by Business Education Students for Employability Questionnaire (ESNBSESEQ) was developed and utilized for this study. It was based on a modified Likert four-point rating scale, with weights of 4, 3, 2, and 1 for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively. The questionnaire contained a set of closed-end opinion statements for the correspondents to respond to. This in turn gave quantitative data from the respondents on their responses to the statements in the questionnaire. The questionnaire was validated by three (3) Business education experts from Department of Vocational Education, Yaba College of Technology, Epe Campus, and Lagos State. Reliability of the instrument was determined through test-retest method and a reliability coefficient of 0.98 was obtained using spearman's rank correlation method. This was considered appropriate as reliability index. Copies of the questionnaires were administered to the respondents and retrieved on the spot by the researchers. Data was analysed using mean. For the decision rule, mean rating from 2.5 and above were considered agreed upon while mean rating of 2.49 and below were considered as disagreed upon.

Results

Research question 1: What entrepreneurship skills are needed by business education students?

Table 1: Mean responses on entrepreneurship skills needed by business education students for employability

S/N	Statements	MEAN	REMARK
1.	Business education students need to develop branding, marketing, and networking skills	3.65	Agreed
2.	Business education students should strive to acquire business management skills.	3.63	Agreed
3.	Business education students need to cultivate critical thinking skills.	3.64	Agreed
4.	Communication and active listening abilities are necessary for business students.	3.60	Agreed
5.	Customer service skills are crucial for business students to acquire.	3.70	Agreed
6.	Financial literacy is important for business students to possess.	3.60	Agreed
7.	Problem-solving and analytical skills are necessary for business education students.	3.63	Agreed
8.	Strategic planning and thinking abilities are essential for business students.	3.62	Agreed
9.	Time management and organizational skills are important for business students to acquire.	3.66	Agreed
10.	To succeed in business, students need to develop teamwork and leadership skills.	3.65	Agreed
Grand Mean		3.70	

The data analysis in Table 1 indicated that all the highlighted items were agreed upon as entrepreneurship skills needed by business education students for employability. The mean responses ranged from 3.60 to 3.70 which was above the cutoff point of 2.50.

Research Question 2: What problems hinder the acquisition of entrepreneurship skills in Business Education?

Table 2: Mean Responses on problems hinder the acquisition of entrepreneurship skills in Business Education

S/N	Statements	Mean	Remark
1.	Absence of competent lecturers is a factor mitigating Entrepreneurship Skills	3.20	Agreed
2.	The absence of proper training facilities for Entrepreneurship Skills also presents a challenge.	2.96	Agreed
3.	The lack of entrepreneurship centres also negatively impacts the development of these skills.	2.93	Agreed
4.	Lack of funds could affect the inculcation of entrepreneurship skills	2.89	Agreed
5.	A curriculum that prioritizes knowledge over the practical application of Entrepreneurship Skills can be a hindrance.	2.87	Agreed
6.	An unfavourable learning atmosphere can also limit the acquisition of Entrepreneurship Skills.	2.84	Agreed
7.	Insufficient planning, supervision, and education for training in Entrepreneurship Skills can also be a challenge.	2.82	Agreed
Grand Mean		3.20	

The data analysis in Table 2 indicated that all the highlighted items were agreed upon as problems that hinder the acquisition of entrepreneurship skills needed by business education students for employability. The mean responses

ranged from 2.82 to 3.20 which were above the cutoff point of 2.50. **Research question 3:** How can the acquisition of entrepreneurship skills impact business education students' employability?

Table 3: Mean responses of impact of entrepreneurship skills on business education students' employability.

S/N	Statements	Mean	Remark
1.	Expose students to knowledge about business.	3.03	Agreed
2.	Equip students with the requisite skills for job creation and entrepreneurship.	2.88	Agreed
3.	Prepare students for a specific career in Business.	2.94	Agreed
4.	It enables Business Education to achieve its goal of preparing students to be independent Entrepreneurs.	2.89	Agreed
5.	It enables Business Education to achieve its goal of giving its recipient the skills, competencies, and attitude needed to make him a useful and independent citizen	2.89	Agreed
Grand Mean		3.03	Agreed

The data Analysis in Table 3 indicated that all the highlighted items were agreed upon as impacts of entrepreneurship skills on Business education students for employability. The mean responses ranged from 2.88 to 3.03 which was above the cutoff point of 2.50.

Discussion of findings

Findings of this research provide valuable insights into the relevance of entrepreneurship skills and their impact on Business Education Students employability in Epe local Government of Lagos State. The results suggest that business education students should develop a range of entrepreneurship skills such as branding, marketing, networking, critical thinking, communication, customer service, financial literacy, problem-solving, analytical skills, strategic planning, technical expertise, time management, organizational skills, teamwork, and leadership. The acquisition of these skills can better prepare students for the competitive business world, and business education programs should prioritize incorporating them into the curriculum. Developing entrepreneurial abilities might include mastering a variety of skill sets because they are applicable to a wide range of occupations and industries (Udo, 2022). Entrepreneurship Skills can also be regarded as entering entrepreneurial proficiency possessed by an individual in the business world

Moreover, the study highlights some significant challenges that hinder the acquisition of entrepreneurship skills by business education students, such as the absence of competent lecturers, lack of proper training facilities, and entrepreneurship centres, lack of funds, curriculum that prioritizes knowledge over the practical application of entrepreneurship skills, unfavourable learning atmosphere, and insufficient planning, supervision, and education for training in entrepreneurship skills. (Inegbedion, Njoku, Umoru, & Liadi, 2018). Therefore, the availability of competent lecturers, adequate training facilities, entrepreneurship centres,

and a curriculum that emphasizes practical application, as well as a conducive learning atmosphere and proper planning and supervision, are essential to facilitate the acquisition of entrepreneurship skills among business education students. According to a study by (Tayo & Uguangbe, 2018) several factors can hinder the effectiveness of entrepreneurship education. These factors can act as barriers to students' ability to develop and apply their entrepreneurial skills, limiting the impact of entrepreneurship education on their future success as entrepreneurs.

Furthermore, the study shows that Entrepreneurship Skills have several impacts on Business Education Students in Lagos State Tertiary Institutions. These impacts include exposing students to knowledge about business, equipping students with the requisite skills for job creation and entrepreneurship, preparing students for a specific career in business, enabling business education to achieve its goal of preparing students to be independent entrepreneurs, and giving recipients the skills, competencies, and attitude needed to make them useful and independent citizens, leading to self-sufficiency, economic growth, and social development in Lagos State and beyond (Amadi & Amakodi, 2020). Additionally, entrepreneurship can help to create a more dynamic and innovative business environment, which can benefit students, businesses, and the overall economy. (Carriker, 2018).

Conclusion

The study highlighted the crucial role entrepreneurship skills plays in preparing students for the world of work. Entrepreneurship skills, such as branding, marketing, networking, critical thinking, communication, customer service, financial literacy, problem-solving, analytical skills, strategic planning, technical expertise, time management, organizational skills, teamwork, and leadership, is essential for students' chances of being

employed. The study also identified some significant challenges that hinder the development of entrepreneurship skills in business education programs, such as the absence of competent lecturers, lack of proper training facilities and entrepreneurship centres, lack of funds, curriculum that prioritizes knowledge over the practical application of entrepreneurship skills, unfavourable learning atmosphere, and insufficient planning, supervision, and education for training in entrepreneurship skills. The acquisition of entrepreneurship skills by business education students is essential for employability.

Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. To facilitate the acquisition of entrepreneurship skills by business education students, it is essential for the government to provide tertiary institutions who offer business education program with competent lecturers, adequate training facilities, entrepreneurship centers, and a conducive learning atmosphere.
2. There is need for curriculum planners and implementers to lay emphasizes on practical application of entrepreneurship skills rather than just theoretical knowledge.
3. Government agencies and private organizations should provide funding support to enhance the acquisition of entrepreneurship skills among business education students.
4. Entrepreneurship centers should be established in school premises and be equipped with modern facilities by the government or philanthropist in order for business education students to have hands-on training and mentoring.
5. Tertiary Institution should ensure Business education programs encourage and promotes internships, job shadowing, and other experiential learning opportunities through institution/industry based collaborations.

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