

**THE INFLUENCE OF ENTREPRENEURIAL SKILLS ACQUIRED BY
BUSINESS EDUCATION STUDENTS ON THE ESTABLISHMENT AND
MANAGEMENT OF SMALL-SCALE ENTERPRISE IN EDO STATE**

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DEDICATION

This project is dedicated to Almighty God for His love, grace, mercy, guidance, provision and protection throughout my academic pursuit.

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TABLE OF CONTENTS

	PAGE
TITLE	
iii	
APPROVAL	
iv	
CERTIFICATION	
v	
DEDICATION	
vi	
ACKNOWLEDGEMENTS	
vii	
TABLE OF CONTENTS	
viii	
ABSTRACT	
ix	
CHAPTER ONE: INTRODUCTION	
Background to the Study	
1	

Statement of the Problem

6

Purpose of the Study

7

Research Questions

8

Significance of the Study

9

Scope and Delimitation of the Study

10

Operational Definition of Terms

11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework

13

Conceptual Framework

16

Concept of Business Education

17

Goals and Objectives of Business Education

18

The Ability to Apply SWOT Analysis needed to Establish and
Manage Small Scale Enterprise

21

Leadership skills needed to Establish and Manage Small Scale Enterprise

27

Communication skills needed to Establish and manage small scale Enterprise

33

Risk Taking Skills needed to Establish and Manage Small Scale Enterprise

37

Review of Related Empirical Studies

42

Summary of Literature Reviewed

47

CHAPTER THREE: METHODOLOGY

Research Design

48

Population of the Study

48

Sample and Sampling Technique

49

Research Instrument

50

Validity of the Instrument

50

Reliability of the Instrument

50

Method of data Collection

51

Method of Data Analysis

51

CHAPTER FOUR: PRESENTATION RESULTS AND DISCUSSION OF FINDINGS

Presentation of Result

53

Discussion of Findings

61

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

65

Summary of Finding

67

Conclusion

68

Recommendations

68

Suggestions for Further Study

69

REFERENCES

70

APPENDIX

74

ABSTRACT

The importance of Safety cannot be overemphasized. It has also been largely discovered that accidents that occur in the workshops have been linked with the disregard for sleety skill and competencies to be possessed and practiced by concerned individuals. This study Was carried out to analyze and assess the Safety skills and competencies required of Industrial technical education students in Nigerian Universities using the University of Benin as a case study.

The design adopted for the study was the descriptive survey research design. The target population of the study comprised all 100 to 400 level students in industrial technical education in the department of vocational and technical education in the University of Benin, 2019/2020 academic session, making up a total of one hundred and thirty-five (143) students. A Sample or fifty-seven (57) students representing forty percent (40 %) of the total population was drawn and used for the study. The structured questionnaire was used as instrument for data collection. Four research questions were

formulated for the study. In ensuring the validity of the research instrument, the instrument was submitted to the project supervisor who effected corrections for further validation by two other experts before administering the questionnaire to the respondents. The corrections and suggestions were incorporated into the final draft of the instrument. The questionnaire was examined reliable using the internal consistency method, by employing Cronbach Alpha statistics. The reliability co-efficient (r) was obtained to be 0.72. Mean (X) and Standard Deviation (SD) were used to calculate and analyze the data from the questionnaire items to answer the research questions.

The result of the study revealed that many safety skills are required by students in handling hand tools in the Industrial Workshop. These skills include ability to: select the right tools for the job, avoid using tools without handles, use insulated hand tools for electrical work; Give a tool to colleague through the handle etc. The result of the study also showed many safety skills that are required for operating machine tools in the Industrial Workshop. These include ability to: protect hands with gloves and wear safety shoes when operating portable tools and machines, wear approved eye protector when operating a power tool, test the power tool or machine for functionality before use, etc. The study revealed the personal protective equipment and material required by students in Industrial Technical Education which agree with Everett and Jenkins (2001) and ITF (2011) that such equipment include: Safety goggles; Fire extinguishers; Functional first aid box; Safety helmet; etc. Based on the findings of the study, some of the recommendations made include; Safety skills and competencies should be included in the curriculum of every technical course of study and at all educational levels, workshop/seminars should be regularly organized for Industrial Technical education teachers to acquaint them with the recent safety skills and competencies required by students for safe workshop practice and the National Board for Technical Education (NBTE) should incorporate safety skills and competencies in the curriculum as well as in the regulatory or quality assurance programme.

CHAPTER ONE

INTRODUCTION

Background to the Study

Nigeria, like any other developing country is highly sensitive to the needs of providing Vocational and Technical Education to her teeming population in order to equip them with saleable skills. The complexities of modern societies demand a type of education that can equip the individuals with knowledge that can make them to be highly functional.

Education is obviously the basic instrument of economic growth and technological advancement of any society. It is in recognition of this fact that government commits immense resources to ensure the provision of education for their citizens and also tailored their policies towards ensuring that it is made accessible to the generality of their citizenry (Oyebade, Oladipon and Adetoro 2008).

Business education is an essential element of this education. It involves teaching students the fundamentals, concepts, theories and processes of business. It can be seen as that education designed to prepare.

individuals for gainful employment or semi-skilled or skilled worker of technicians or sub-professionals in recognized occupations or to prepare individuals for enrolment in advanced technical education programme Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. The greatest weapon against poverty is education of the youths (Nwangwu, 2007). However, Igboke (2005) enumerated some objectives of business education to include relating the knowledge and skills with which to start a life of work for those who may not undergo further training.

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to the economy of nations is now widely acknowledged within the literature. This growth in business education in enhancing entrepreneur competency is reflected internationally. For example, the European Commission (2008) observes that almost half of Europe's students at tertiary institutions have full access to business education to enhance their innovative competencies in establishing small ventures after graduation. Therefore, entrepreneurial skills

are needed by business education students to establish and manage small scale enterprises upon graduation. Some of the skills acquired include.

- **The Ability to Apply SWOT Analysis:** SWOT Analysis (strengths, weaknesses, opportunities and threats) is a technique for assessing a business, its resources and its environment. The study of this skill enables business education students to have a good understanding of its business as well as its market and can also show potential investors that all options open to, or likely to affect a business at a given point in time have been thoroughly examined. SWOT analysis helps to discover what a business does well, how you can improve it, whether it is making its most of the opportunities around: and whether there are any changes in the market such as technological developments, mergers of businesses, or unreliability of suppliers that may require corresponding change in the business

Leadership skills: business education students are taught how to be good leaders in their various enterprises. The entrepreneur as an initiator of a business process has a generic function of giving sense of direction to the

organization (Drucker 2004). Leadership is a skill that deals with how to relate to people around you. There are various leadership skills an entrepreneur must possess; the skills for delegation, leading by example, communication, spotting and retaining best talents, asking for advice and most importantly the skills to develop new leaders.

Communication Skills: this skill is acquired by business education students to enable them relate with investors, potential clients, employees in order to succeed. The ability to communicate is important to everyone most especially the entrepreneur. How an entrepreneur conveys ideas or opinion about his/her enterprise would go a long way in his ability to succeed. There are various essential communication skills which includes:

Body language communication isn't just verbal, the ability to stand straight and don't fidget especially when talking to a client is essential in business development.

Debate and conversation- an entrepreneur does not have to be argumentative but debating in a friendly and approachable manner. The ability to engage in a reasonable conversation with clients and customers requires a great

amount of skills. Writing skill- communications comes in many forms these days. It does not only involve only verbal form of communication. The abilities to write letters and memos is a skill highly required by an entrepreneur.

Risk taking skills- students re being taught to calculate skills and be willing to execute them to enable them transform their business. Risk taking is essentially to innovation. Anyone developing a new product or setting up an enterprise risk the opportunity that it might not work, or it will be met with dis-interest by the general public. Risk taking is becoming a core skill in small scale enterprise. Entrepreneurs would need people who can work in teams, take decisions, be adaptable and most especially be possesses the ability to calculative risk. In addition to benefits of risk taking for employers and the economy, learning about risk taking can help entrepreneurs to make decisions about career choices. It helps entrepreneur evaluate alternative choices of production.

The idea has been that the glory of any economy, whether industrialized or underdeveloped depends very much on how well organized

and managed the small-scale industries are. Given this fact, most of the developed countries of

5the world are champions of small-scale enterprises. Students of business education in tertiary institutions acquire these skills which are necessary for establishing and managing small scale enterprises. But the question is do they really use the skills acquired in establishing businesses of their own? This is what this study seeks to find out.

Statement of the Problem

Developing countries sees development of entrepreneurial skills as a powerful engine of economic growth and wealth creation, and that it is crucial for improving the quality, number and variety of employment opportunities for the poor. If these entrepreneurial skills gained by business education students is applied by them in establishing and managing small scale enterprises, the rate of unemployment will be reduced and also employment opportunities will be created for other unemployed graduates.

Yearly, Tertiary institutions produce millions of graduates among which are business education students. While these students have acquired the

necessary entrepreneurial skills needed to establish and manage their own small-scale enterprise, many of them still remained unemployed. If this continues to be so without measures taken to check this problem, we might just be on our way to unemployment explosion in Nigeria.

Therefore, this study seeks to discover the reason why graduates of business education still remain unemployed after acquiring the relevant entrepreneurial skills needed to establish their own business and the influence of entrepreneurial skills acquired by business education students on the establishment and management of small scale enterprise.

Purpose of the Study

The main purpose of this study is to find out the influence of entrepreneurial skills acquired by business education students on the establishment and management of small-scale enterprise in Edo State. Specifically, the study sought to determine the following: 1. The extent to which the ability to apply SWOT analysis enables business education students establish and manage small scale enterprise. 2. The extent to which leadership skills helps business education students establish and

manage small scale enterprise. 3. The extent to which communication skills enables business education students establish and manage small scale enterprise.

4. The extent to which risk-taking help business education students establish and manage small scale enterprise.

Research Questions

The following research questions shall guide the study:

1. To what extent does the ability to apply SWOT analysis enable business education students establish and manage small scale enterprise?
2. To what extent does Leadership skills help business education students establish and manage small scale enterprise?
3. To what extent does Communication skills enable business education students establish and manage small scale enterprise?
4. To what extent does Risk-Taking skills help business education students establish and manage small scale enterprise?

Significance of the Study

The finding of this study will be of immense benefit to educational planners, government, teachers, students and other researchers. The findings of this study will enable educational planners to see the need to have qualified educators who can teach entrepreneurial courses. This can be achieved by organizing seminars and symposia on the need to gain entrepreneurial skills and make them more practical in the outside world.

The findings of this study will also assist various levels of government in the area of planning, policy formulation, and programme implementation pertaining to tertiary institutions offering entrepreneurship courses. Teachers, especially business education teachers who teach entrepreneurship courses will be induced by the findings of this study to engage in more research work on the role of entrepreneurial skills in establishing and managing small scale business. This can be done through in-service training. Job rotation and job enlargement by management of various institutions.

The findings will be of great assistance to students as it will enable them to know the importance of entrepreneurial skills acquired in school in

establishing and managing small scale business. Thereby making them to be self-reliant and employers of labour, also contributing a great deal to the economic growth of the nation the findings of this study will also serve as are source to other researchers interested in carrying out further research in this field.

Scope and Delimitations of the Study

This study is essentially designed to assess the influence of the entrepreneurial skill acquired by business education students on the establishment and management of small-scale enterprise. The entrepreneurial skills to be assessed include: the ability to apply SWOT analysis, leadership skills, communication skills and risk-taking skills. The study will cover all 400 level business education students of the University of Benin and Benson Idahosa University, Benin City, all in 2018/2019 session.

Operational Definition of Terms

Business Education: It involves teaching students the fundamentals, theories and processes of business.

Entrepreneur: A person who organizes and manage any enterprise, especially a business, usually with considerable initiative and risk.

Entrepreneurial skills: It is the ability of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for personal and development gain.

Influence: The capacity to have effect on the characteristic development or behaviour of someone or something or the effect itself.

Small Scale Enterprise: A small-scale enterprise is an enterprise with a labour size of 11-100 workers or a total cost of not more than 50 million including working capital but excluding cost of land.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is designed to review the literature that is related to this study. The relevant literature was reviewed under the following sub-headings:

- Theoretical framework
- Concept of Business Education
- Goals and objectives of Business Education
- The Ability to Apply SWOT Analysis needed to Establish and Manage Small Scale Enterprise.
- Leadership skills needed to Establish and Manage Small Scale Enterprise
- Communication skills needed to Establish and manage small scale Enterprise.
- Risk Taking Skills needed to Establish and Manage Small Scale Enterprise. Review of Related Empirical Studies.
- Summary of Literature Reviewed

Theoretical Framework

A theory provides guiding principles which are of great assistance in solving day-to-day problems. According to Kumar (2006), a theory is a statement or a group of statements established by reasoned argument, based in the known facts, intended to explain a particular fact or event, explanation for which certain proof is still needed but which appears to be reasonable.

The theoretical framework of this study can be explained by the Human Capital Theory. This is the most influential economic theory of Western Education. The theory was popularized by T.W Schultz a Nobel Laureate Prize winner. According to Schultz (1963), Human capital is a theory which displayed the role of investment in Education in order to boost economic and social achievement. Human Capital Theory equally suggests that Education or training raised the productivity of workers by impacting useful skills on the individuals. Becker (1993) noted that the most valuable of all capital is investment in Human being. Becker distinguishes firm-specific human capital. Example of firm specific human capital includes expertise obtained through education and training in Management Information System (MIS),

accounting procedures or other expertise specific to a particular firm. General-purpose Human Capital is knowledge gained through education and training in areas of value to a variety of firms such as generic skills in human resource development. Regardless of the application, Becker consider education and training to be the most important investment in human capital. Becker (1962; 1964) believed that the height of workforce production have positive relationship with the educational and training form in which the higher the educational and training form a person gets, the higher the productivity/achievement of an individual. According to Lange and Topel (2004), a person with a great skill will be able to increase employers or the workplace productivity. It is believed that by virtue of this theoretical framework, business education students need possess employability skills that will enable them to function effectively and efficiently in the workplace.

Concept of Business Education

Business education was brought to lime light, and given prominence by the new national policy on education in 1997. This policy has been severally reviewed. It is a programme of study which is geared towards

equipping the learners with employability skills and knowledge which would enable them to create, or acquire jobs, stay on the jobs, and grow in the jobs. The programme is offered in the secondary and tertiary levels of the Nigeria educational system. The programme has been implemented for more than three decades yet graduates of business education are also plagued by unemployment. The Federal Republic of Nigeria (1981) in Aquah (1998) observed that the laudable programme of this new system of education, of providing the knowledge, skills, understanding and attitude needed in the business world has failed to curb youth unemployment. Those who are employed at all are fond to be incompetent in discharging their assigned duties. They lack practical knowledge and manual skills. It is wondered if this state of affairs has to do with curriculum, the delivery system or technologies employed in the delivery system.

Numerous definitions have been given to Business Education depending on the prospective from which it is seen and how it is viewed by different scholars. Business Education is an aspect of vocational and technical education which is used as a term to refer to those educational processes involving the study of techniques, related sciences, and acquisition

of practical skills, attitudes and knowledge relating to occupation in vocational sectors of economic and social life (Etonyeaku, 2009). To Okoli (2010), business education is an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business-related occupations.

Adeyeye (2008) stated that business education is an aspect of the total educational programme which provided knowledge, skills and attitudes needed to perform greatly in the business world as producers, consumers of goods and also as entrepreneurs. Therefore, business education equips its recipients with managerial, leadership and good decision-making skills that will enable an individual to perform greatly in any position they find themselves in the future. The skills which have been acquired overtime through the program of business education are also very important and useful to consumers of goods and services. This is because the knowledge that they acquired from business education helps to be able to determine the qualities of a good product and also make adequate decisions about the particular brand of goods to purchase. The knowledge of business education also makes consumers to become to become exposed and aware of it.

Basic business education affords to every Individual an opportunity to develop the skills, abilities and understanding that will enable him to handle competently his personal business affairs; to develop an understanding of the vocational opportunity available in the broad field of business and to assume his citizenship responsibilities through enlightened participation in, as well as an understanding and appreciation of the business system (Osuala 2003). Furthermore, Basic business education is the broad area of knowledge that deals with the economy. It identifies and explains the role of business as an economic institution and provides content and experience that prepare the individual for effective participation as a citizen and consumer. The researchers therefore examined critically the relevance of business education to the development of entrepreneurship in Nigeria universities based on the objectives of business education which states that a business educator must always focus attention of the fact that his role is to prepare his students to become a productive worker, an intelligent consumer and an effective citizen.

Business Education has been in existence in Nigeria educational policy framework for more than two decades of entrepreneurship education in Nigeria. It was introduced as a precursor for graduate's self-

employment through small scale business development; to boost the industrialization base of Nigeria and poverty reduction. Ironically, since its adoption, only few tertiary education institutions offer the programme and graduate output that specializes in accounting option, management option and secretariat option, whereas these three options for ages have existed as pure disciplines in Nigeria Educational system. Business Education has been defined in several ways most of which highlights its vocational nature.

The world has gone digital, it has been reduced to a "global village" where jobs abound and are accessible to any and all possess the requisite skills for the 21st century labour market. If business education graduate's in Nigeria must avail themselves for these job opportunities, it is imperative to, as a matter of urgency, enrich the business education curriculum and improve the delivery system.

Goals and Objectives of Business Education

Business Education has two main objectives; to educate students for business and about business. It is generally believed that business education in the first place, should prepare pupils for entry employment in the business

world (education for business). The general goal of business education is to present a balanced picture of the world of business. The course provides a critical survey not only for the theoretical and practical aspects of the managerial functions within firms but also of the integration and synthesis of these functions within the complex environmental settings that they operate, with a special emphasis on local needs and interests. It should also seek to develop in pupils a capacity for dealing with the diverse business problems, a capacity which will enable them to make sensible decisions in their subsequent life. Throughout the course, pupils are trained to think effectively about business as a whole and to appreciate the interdependence of the various branches of business activities.

In line with the National Policy on Education, the objectives of business education include: -

1. To empower the individuals with desirable skills, knowledge and values to perform specific functions so as to become self-reliant.

2. To empower the individual in such a way that the individual will develop his intellectual capacity that would help him to make informed decisions in all spheres of life.
3. To understand the political framework of a nation and contribute to national development.

However, Igboke (2005) enumerates the following as the objectives of business education at all levels of education;

- To develop basic skills for personal use in the future.
- To acquire the basic knowledge and skills of business education.
- To relate the knowledge and skills acquired to national development.

To develop basic skills in office occupation.

- To provide the needed background for teaching in business subjects.
- To prepare students for further training in business studies.
- To provide orientation and basic skills with which to start a life work for those who may not undergo further training.

For education to really serve as a veritable vehicle for socio-economic growth and development as well as for the actualization of these lofty objectives of business education in tandem, educational institutions and its systems must function optimally in relation to its set standards.

The Ability to Apply SWOT Analysis needed to Establish and Manage Small Scale Enterprise

The SWOT analysis is a business analysis technique that an organization can perform for each of its products, services and markets when deciding on the best way to achieve future growth. The process involves identifying the strengths and weaknesses of the organization and opportunities and threats present in the market that it operates in. The first letter of each of these four factors creates the acronym SWOT. A major skill needed by business education students in establishing and managing small scale enterprise is the ability to identify the strengths and weaknesses of the enterprise and the opportunities and threats. Strength, weaknesses, opportunities and threats (SWOT) analysis is a device that helps business managers to evaluate the strengths, weaknesses, opportunities and threats involved in any business enterprise.

Specifically, SWOT is a basic and candid model that assesses what a business can and cannot do, as well as its potential opportunities and threats. The method of SWOT analysis is to take the information from an environmental analysis and separate it into internal (strengths and weaknesses) and external issues (opportunities and threats). Once this is completed. SWOT analysis determines what may assist the firm in accomplishing its objectives and what obstacles must be overcome or minimized to achieve the desired results (Singh, 2010). SWOT is an acronym for strengths, weaknesses, opportunities and threats and it is a tool used in strategic planning (Chermack & Kasshanna, 2007). By definition, strengths and weaknesses are considered to be internal factors over which you have some measure of control. Also by definition, Opportunities and Threats are considered to be external factors over which you have essentially no control. USDA (2008) gave an overview of the four factors (Strengths, Weaknesses, Opportunities and Threats) is given below: -

Strengths: Strengths are the qualities that enable an individual to accomplish the organization's mission. These are the basis on which continued success can be made and continues/sustained. Strengths can be

either tangible or 22intangible. These are what an enterprise is well versed in or what they have expertise in, the traits and qualities their employees possess (individually or as a team) and the distinct features that give the business its consistency. Strengths are the beneficial aspects of the organization or the capabilities of an organization, which includes human competencies, process capabilities, financial resources, products and services, customer's goodwill and brand loyalty. Examples of organizational strengths are huge financial resources, broad product line, no debt, committed employees etc

Weaknesses: - weaknesses are the qualities that prevents an enterprise from accomplishing its mission and achieving their full potential. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards they should meet. Weaknesses in an organization may be depreciating machinery, insufficient research and development facilities, narrow product range, poor decision making etc. weaknesses are controllable. They must be minimized and eliminated. For instance; to overcome obsolete machinery, new machinery can be purchased. Other examples of organizational weaknesses

are huge debt, high employee turnover, complex decision-making process, narrow product range, large wastage of raw materials etc.

Opportunities: opportunities are presented by the environment within which an enterprise operates. These arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations can gain competitive advantage by making use of opportunities. Organizations should be careful and recognize the opportunities and grasp them whenever they arise. Selecting the targets that will best serve the clients while getting desired results is a difficult task. Opportunities may rise from market, competition, industry/government and technology. Increasing demands for telecommunications accompanied by deregulation is a great opportunity for new firms to enter telecom sector.

Threats: threats arise when conditions in external environment jeopardize the reliability and profitability of the organizations business. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at

stake. Examples of threats are unrest among employees; ever changing technology; increasing competition leading to excess capacity, price wars and reducing industry profits; etc.

The SWOT analysis has been in existence for over fifty years and has become a popular, enduring and common planning activity (Hill and Westbrook, 1997). Perhaps the main advantage of the SWOT analysis is its simplicity. As cited in Barney (1995), it is a simple framework which points to the importance of internal and external factors. Shinno et al (2006) also reference SWOT analysis as an effective means of analysing internal and external environments. SWOT is also called rich and prompt by Chermack and Kasshanna (2007). The same authors also mention, "when used properly, SWOT analysis can help find the best match between environmental trends (opportunities and threats) and internal capabilities". Haughey (2011) listed the advantages and disadvantages of SWOT analysis.

Advantages of SWOT Analysis

- a) Straightforward and only cost time to do.
- b) produces new ideas to help take advantage of an organizations strengths and defend against threats.
- c) Awareness of political and environmental threats allows an organization to have response plans prepared.

Disadvantages of SWOT Analysis

- a) May persuade organizations to compile lists rather than think about what is essential to achieving objectives.
- b) Presents lists uncritically and without clear prioritization so, for example, weak opportunities may appear to balance strong threats.
- c) Usually a simple list and not critically presented.

Business education students gain skills needed to apply SWOT analysis to establish and manage small scale enterprises. This will enable the individual pinpoint his core activities and identify what he does well and why. It also

indicates where the business greatest opportunities lie and highlight areas where changes need to be made to make the best of the business.

Leadership skills needed to Establish and Manage Small Scale Enterprise

Wehrich and Koonz (2001) defined leadership as the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. The entrepreneur as an initiator of the business process has a generic function of giving sense of direction to the organization (Drucker, 2004). Leadership has to do with relating with people. In addition to knowledge about the people, the entrepreneur should have a sound knowledge of the business vis-à-vis the industry as well as the knowledge of how specific actions relate to desired objectives or outcomes. Leadership skills are the tools, behaviours and capabilities that a person needs in order to be successful at motivating and directing others.

Dennis (2003) identified six crucial skills entrepreneurs need to help the enterprise and its people to achieve their mission. These skills include communication, goal setting, motivating people, building teams, leading change and conflict management. This literature will review these leadership

skills and its importance in establishing and managing small scale enterprises;

1. Communication: communication is a major skill required of any leader. As a business education student, communication should be the key while learning entrepreneurial skills. effective communication will bring about positive result. Few skills are more vital to leadership than communication. Leaders must be able to communicate purpose, direction and intent to all levels of the organization while receiving the same from higher levels. More than ever, success in business depends upon your ability to communicate clearly, accurately and powerfully. Communication is a process with five distinctive steps:

The process begins with someone who has an intended message for someone else. The communicator sends the message orally or in writing.

The object of the communication receives the message.

The recipient interprets the message and the interpretation may or may not be meaning the sender intended.

By responding to the message, the recipient gives the sender the feedback she needs to determine whether the message content and intent were interpreted correctly.

If not, further communication is required. Ensuring solid communication feedback can improve organizational effectiveness.

2. **Goal Setting:** learning how to set goal is a major leadership skill to succeed in business. Students need this skill in managing small scale enterprise so that the purpose of the business will be achieved. The goal setting process has rules that are to be followed if the goals are to serve their purpose. For personal or organizational goals to guide and motivate behaviour towards achievement and success, certain rules must be followed. The primary rule is that goals must be SMART:

- **Specific:** in terms of quantity, quality and time. How much, to what quality level and by when is this to be achieved?

Measurable: what unit of measure will be used to determine if the specific expectations have been met?

Agreed upon: those that must implement actions have accepted the tasks and have ownership for their achievement. They will not only live with but will also actively support the decisions.

Realistic: this is a reasonable expectation. It has either been done before or the team commits the needed resources to make it happen.

Trackable: a system exists or will be developed to monitor achievements on a regular basis (daily/weekly).

3. Motivating people: employees need motivation sometimes to carry out their assigned duties properly. Business education students need to acquire this skill to succeed as entrepreneurs in their small-scale enterprises. According to Maslow, the higher needs (belongingness, Esteem and Self Actualization) are not important to people, even if unfulfilled, until the lower needs (Physiological, Security) are met. Therefore, a person who is starving will only think about what he can do to get food not about his self- esteem or self-actualization. The second set of motivational theories is the "cognitive theories." The cognitive theories assume that people use rational processes

such as cost/benefit analysis in determining what to do and how much effort to expend on the task. A third set of motivational theories

"situational approaches" recognizes that there are many factors in the overall work situation that affect a person's motivation to perform. The most prominent situational approach is the reinforcement theory. The reinforcement theories assume that a person's behavior can be influenced through a system of rewards and punishments. A reward reinforces a particular action or behavior while a punishment deters it.

4. Building Teams: the skills to be able to carry out specific function is another leadership skill required of business education students. For a number of decades now, companies have increasingly turned to the use of teams; gathering together groups of people with many diverse skills and talents to respond to the constant change every organization must face. Virtually, every employee is likely to be either a team leader or a team member or both and therefor, must know how to function effectively within the team. For this reason, leaders must have a practical understanding of what teams are, how they are developed and what makes them effective. Yet

in a conference Board survey of Fortune 1000 companies, only 30% of senior managers indicated that their bosses were effective in applying the important skills of team building.

5. Leading change: Today our world is evolving at a dizzying pace, thanks to developments in technology. For instance, technologies have made some differences; facsimiles, personal computers, the internet, laptop computers, wireless laptops, cell phones, smart phones. The internet in particular has connected employees to co-workers and customers in a way that was never possible, changing the way work and business gets done. The Oxford English Dictionary defines change as "make or become different". Change is the domain of true leaders. Leaders are champions of transformation who seek opportunities for improvement and ways to involve and inspire people to implement new ways of doing things. Organizations that fail to develop or hire leaders who can manage transformation are doomed to a very short life. Effective leaders provide the initiative to seek new and better ways for the company to operate in dynamic environment.

Communication Skills Needed to Establish and Manage Small Scale Enterprise

The book of human activities and existence is communication. Communication brings people together, keep people together and ensures that individuals and groups understand one another (Enudi, Okagbare and Akpere, 2008). It is also the transfer of ideas or knowledge in ways that enable the recipient to understand, react to and act upon the information received. Communication could also be seen as the transmission of information, which can take many forms like a face-to-face conversation, telephone calls, letters, reports, tabulations and so on. Similarly, Ukor (2008) defines communication as the process of conveying information from one person or group of persons, departments or organizations to another through the post, telephone, a messenger service or by other means which includes transmission of memoranda, reports, instructions, minutes of meetings, invoices, orders, estimates, drawings and so on. Business education students require relevant communications skills to enable them to succeed in their small-scale enterprise. therefore, basic.

communication skills are required of business education students to be competent in all aspect for effective job performance. The acquisition of appropriate communication skills offers the individual unique strategy for a successful business venture. The individual in the business environment for example, should be able to communicate and render his service to consumers so they would appreciate the content and value the product as well as develop the measures of self-marketing for the product. But most importantly, communication skills are interrelated processes of human capital development. Skills development here, should be seen within the framework of an individual's ability to write, listening reading and communicating effectively within a given business environment. These skills empower the user to design set goals and enhance the individual's productivity and contribution to a given objective.

Enudi, Okagbare and Akpere (2008) outlined the following competencies in communication expected of business education students; Ability to covey ideas to people who do not necessarily understand a particular concept. Ability to concise, confident and adaptable in presenting

yourself and your ideas. Ability to take criticism and listen to conflicting view/ideas.

Ability to conduct a productive meeting, either in a small or big group situations.

Ability to effectively utilize a variety of modes or presentation, such as face to face conversation, written/spoken, public/private and group/individual in any given environment.

Ability to construct reasonable, logical arguments and to arrange evidence appropriately to support an argument.

Ability to ascertain what information needs to be conveyed and thus provide what is requested.

Ability to listen or read other's communication and comprehend.

Ability to have a keen sense of audience awareness, including giving technical presentation to technical and non-technical audience.

Ability to write clearly and concisely.

Ability to use language that is appropriate for both the topic and the audience in question.

In the same vein, Okwuanaso and Agbamu (2010) identified the following communication skills expected of business education students;

Ability to speak clearly and with empathy.

Ability to display good listening skills.

Ability to interpret message correctly.

Ability to relate information appropriately to concerned parties.

Ability to formulate points of view.

Ability to remain calm, confident and composed under pressure.

Ability to operate computer/fix machine.

Ability to operate telephone banks.

✓ Ability to operate radios, walkie talkies and cameras.

✓ Ability to listen to the target audience.

✓ Ability to meet the functional needs of the media.

Ability to choose right media for sending information.

Ability to pan thoroughly and carefully for all interactions.

Ability to accept receiver as a legitimate partner.

Ability to patronize media outlets.

Ability to use the right words at the right time.

Ability to deliver a public speech.

Business Education students are expected to have possessed relevant skills and knowledge in these areas of communication to avoid business failure and run business effectively. There are complaints that university business education students seem to lack effective communication competencies for successful running of private businesses (Ukor, 2008).

Risk Taking skills needed to Establish and Manage Small Scale Enterprise

Risk reflects the degree of uncertainty and potential loss associated with the outcomes which may follow a given behaviour or set of behaviours (Forlani & Mullins, 2000). Clearly, starting entrepreneurial ventures based on new discoveries and innovations entails a great deal of risk. Survival rates of

new firms are strikingly low. According to Bartelsman (2005) about 20% to 40% of entering entrepreneurs fail within the first two years of life, while only 40% to 50% survive beyond the seventh year (OECD, 2003). The term risk was first defined in the academic literature by the author Knight (1921). Knight (1921) drew a sharp distinction between risk, as referring to events subject to a known or knowable profitability distribution and uncertainty, as referring to events for which it was not possible to specify numerically probabilities. An entrepreneur must take risk to establish business venture. The type of risks an entrepreneur faces are financial risk, management risk and personal risk (Gartner, 1990). Entrepreneurs dares to take more risk, because they are confident of their business ventures. One if the entrepreneur's personality trait is risk-taking. Many people think risks-taking is extremely risky, but entrepreneurs intend to receive medium and rational risks. Most people intend to go to their own attitude extremes about risk and risk taking

Risk-taking refers to the tendency to engage in behaviours that have the potential to be harmful or dangerous, yet at the same time provide opportunity for some kind of outcome that can be perceived as positive.

Learning about risk-taking helps business education students to make good business decisions. Risk-taking is both a skill and personal attribute; it is integral to an enterprise. Funton, Wagner and Ristuccia (2010) identified risk-taking skills to include:

a) Checking assumptions: the greatest source of risk and opportunity lies in one's assumptions. By understanding current assumptions about the business environment and the existing business model and describing their antitheses, enterprise leaders can identify the characteristics of major shifts in advance and whether they are beneficial or adverse,

b) Maintaining constant vigilance: a study reported in an aerospace medical Journal found that 80 percent of accidents are caused by operator error, and 80 percent operator error are caused by lack of vigilance or situational awareness. Effective signal detection systems are a challenge to develop, but if people can become more alert to signals that may contradict their current worldview, it can lead to major opportunities and better defences.

c) Factor in velocity and momentum: opportunity is fleeting, and disaster can strike swiftly. Bad things often seem to happen much faster than good

things. Yet conventional risk assessments typically evaluate likelihood and not velocity. Only those who are adequately prepared will have the ability to respond quickly and the resilience to overcome adversity. The ways in which crises and their effects develop vary with their velocity and momentum.

d) Managing the key connections: the complexity and interconnectedness of the global business environment makes it very difficult to see how one set of events can affect another. This skill and the corresponding tools help the enterprise understand its crucial dependencies, how long it can go without them and how it can improve its chances of survival.

e) Anticipating causes of failure: one of the greatest challenges for any enterprise is to discuss constructively how it might fail so that it can act to prevent such failure. Identify potential failure quickly and escalate it to the appropriate level for remediation.

f) Verifying sources and corroborate information: when it is too good to be true, it often is. Credible does not mean true, it means believable. Given that risk management aims to develop the best intelligence available to support

decision-making, it is essential to have both credible sources and corroborated information to exercise the best judgement under the circumstances.

g) Maintaining a margin of safety: high leverage and low liquidity leave no margin for safety. No margin for safety leaves no margin for error. Leaders need to maintain confidence in their abilities, while also knowing their³⁵ limitations. No leader or organization is too big or too smart to fail, to take wrong decisions or to become overly leveraged. This skill focuses on ways to establish and maintain an appropriate margin of safety.

h) Setting enterprise time horizons: recent emphasis on immediate profit over sustainability and long-term growth can lead to "short-termism" where enterprises choose to maximize short-term gains the ways that jeopardize their chances of long-term survival.

i) Taking enough of the right risks: competitive advantage requires calculated risk-taking. All risks cannot be eliminated and not all risk-related decisions will be correctly made. Every organization needs to understand what risks it is taking and decide whether the potential for the reward

warrants the risk or not. The enterprise needs to distinguish between risks that are right or wrong for the enterprise and its current capabilities.

j) Sustaining operational discipline: sustainable success demands discipline. This is the final, vital risk intelligence skill because without it risks intelligence cannot be implemented or maintained - assumptions will be challenged; warning signal will not be detected, transmitted or heeded; potential cause of failure will not be addressed; sources will not be verified; and so on. The absence of operational discipline can undermine a successful enterprise, but most enterprises do not attain success without a high level of operational discipline. It is operational discipline that enables organizations to survive crises and to maintain high standards of performance and integrity while experiencing extraordinary success,

Review of Related Empirical Studies

Morales and Marquina (2013) carried out a study on entrepreneurial skills, significant differences between Serbian and German entrepreneurs. An extensive literature review reveals various authors acknowledge skills have an impact on entrepreneurial success. However, a lack of consensus

regarding the main skills an entrepreneur need is apparent. In this study, a contribution is made to the debate with empirical data and analysis, in two steps; by testing mean differences and reducing data with a principal components analysis. A sample of 394 potential entrepreneurs was administered the SAT-ECENT questionnaire, testing four skills; readiness to change, learning capacity, impact on people and stress tolerance. The questionnaire was administered in Serbia (n=190) and in Germany (n=204). In this paper, evidence about wo main issue is presented: entrepreneurial skills vary significantly across countries, and the skill tolerance to stress play an important role in explaining the variance in the development of entrepreneurial skills in two countries. Discussion is focused on the research implications and relevance of the findings as well as the practical implications for entrepreneurship promotion programs.

Morales and Marquina's work is similar to this research in a way that both research work focuses on various entrepreneurial skills for development of small scale enterprise. the difference is that Morales and Marquina's work is on entrepreneurial skills, significant differences between Serbian and German entrepreneurs but this research work is on entrepreneurial skills

acquired by business education students for the establishment and management of small-scale enterprise.

Smith, Schallenkamp and Eicholz (2005) carried out a study on entrepreneurial and small business education. This paper examines literature related to seventeen skills suggested as being critical to individual seeking to embark on entrepreneurial activities. It also reports the results of an exploratory study regarding the importance and usefulness of these skills to individuals pursuing entrepreneurial activities. The exploratory study disclosed that nine of the skills ranked highest in both importance and usefulness. All seventeen skills are discussed in the context of the literature review and the exploratory study. Implication for future research and for practice are also presented.

Both research works focuses on entrepreneurial skills required of individuals or students for establishing entrepreneurial businesses or enterprise of their own. Smith, Schallenkamp and Eichholz identified various skills and differentiate those of more importance and those of less importance. They measure the perception of both the importance of the skills

of the skills and the usefulness of the skills along with the self-assessment of their ability level relative to each skill but this research is on some very essential skills required of students of business education, the relation of the use of these skills with the establishment and management of small scale enterprises. Binoumote and Okoli (2015) carried out a study on business education student's perception of the skill needed for successful entrepreneurship in Nigeria. The paper examined the business student's perception of the skills needed for successful entrepreneurship in Nigeria. Two research questions and two hypotheses were formulated to guide the study. The population consisted of 6,002 business education students. 600 respondents were selected through stratified sampling technique. The study adopted survey research design. A four-point response item structured questionnaire was used for data collection. Out of 600 copies distributed, 589 were collected and used for the study. The instrument was face-validated by three experts in the department of business education and science education of Ebonyi state university, An internal consistency of 0.98 was obtained using Cronbach Alpha correlation coefficient. Mean and standard deviation were used to answer the research questions while t-test

was used to answer the hypothesis at 0.05 level of significance. The study revealed that business education students need technical and financial management skills to function well in this time of economic meltdown in Nigeria. It was concluded that there was need to put in place learning facilities that will help the business education

45 students to acquire the skills, it was recommended from the indenture training business education students for entrepreneur scans have well equipped entrepreneurial development centre.

Binuomote and Okoli's research is similar in fact both research work focuses on entrepreneurial skills gained by business education students for successful running of entrepreneurial business. Binuomote and Okoli identified two (2) majors acquired by business education students to be technical skills and financial management skills, their work was based on applying practical skills needed to be successful entrepreneurs. This research work identified four (4) essential entrepreneurial skills among others that are required of business education students for the establishment and management of small scale enterprise. the skills include the ability to apply

SWOT analysis, leadership skills, communication skills and risk-taking skills. These are management skills essential for students who want to establish businesses of their own.

Summary of Literature Review

Business education prepares individuals for managing Of individually owned, controlled and operated business enterprises. It also provides general knowledge and understanding for all persons regardless of age, occupations, profession, social or economic status. It is said to be the education for the world of work, education used for the generation of employments opportunities, these tend to have a relationship with entrepreneurship and its skills. Business education students are required to get the skills needed for the establishment and management of small-scale enterprises. Some of the skills includes ability to apply SWOT analysis, leadership skills, communication

skills and risk-taking skills. these skills are of utmost importance to business education students especially those venturing into small scale enterprise

CHAPTER THREE

METHODOLOGY

This chapter presents the procedure that was used in this study. The procedure was discussed under the following sub-headings:

1. Design of the Study.
2. Population of the Study.
3. Sample and Sampling Technique.
4. Instrumentation.
5. Validity of the Instrument.
6. Reliability of the Instrument.
7. Method of Data Collection.
8. Method of Data Analysis.

Design of the Study

The descriptive survey research design was employed for this study. According to Leary (2010), a descriptive survey uses questionnaire and interview to collect information about people's attitude, beliefs, feelings,

behaviours and lifestyle. It is designed to describe the characteristics or behaviours of a particular population in a systematic and accurate fashion. This design was found to be most accurate for this study because the study seeks information from the respondent representative of a population on their own opinion using a questionnaire.

Population of the Study

The population of this study consist of the entire 400 level students of business education in the department of vocational and technical education, Faculty of Education, University of Benin and the 400 level students of business education students in the faculty of Education, Benson Idahosa University, Benin city all in 2018/2019 academic session.

Sample and Sampling Technique

The sample of this study is a proportion of the total population of the study. A sample of 150 was used to gather relevant information for the study. Simple random sampling technique was used and the choice was to give individual respondents an equal chance to be selected.

Instrumentation

The instrument used to gather data for this study is a structured questionnaire titled; Questionnaire on Influence of Entrepreneurial Skills Acquired by Business Education Students on the establishments and Management of Small-Scale Enterprises. The questionnaire is divided into two sections. Section A and B. Section A consists of the demographic data of the respondents while Section B consists of opinion statements.

Validity of the Instrument

The instrument was designed by the researcher and subjected to careful scrutiny by the supervisor. The necessary corrections and recommendations by the supervisor were built into the final draft of the instruments.

Reliability of the Instrument

The reliability of the data collected was determined by using the split half method. The value of the reliability obtained was 0.99

Method of Data Collection

The questionnaire was administered personally by the researcher to the respondents that were randomly selected. The respondents were assured of confidentiality and urged to answer the questions honestly in the best of their knowledge. Instructions were given to the respondents on how to fill the questionnaire and the questionnaire was collected the same day to avoid incident of loss.

Method of Analysis

The data collected was properly organized and tabulated. The responses were analysed using descriptive statistics of simple percentage, mean (\bar{x}) and standard deviation (SD).

Very High Extent (VHE)	4
High Extent (HE)	3
Very Low Extent (VLE)	2
Low Extent (LE)	1
Summation	$= 4+3+2+1 = 10$
Average.	$= 10/4 = 2.50$

Items with less than 2.50 mean values were regarded as negative (Disagree) while items with 2.50 mean values and above were regarded as positive (Agree).

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

This chapter entails the result of the responses of students used in the study. The analysis is illustrated with discussions and tables. In analysing the data, mean (\bar{X}) is used to determine which item expressed a positive or negative attitude of students. It was discussed under the following headings:

- Percentage of Demographic Data.
- Answering of Research question.
- Discussion of Findings.

Percentage of Demographic Data

Gender	Frequency	Percentage
Male	35	43.75%
female	45	56.25%
TOTAL	80	100

The demographic data was analysed using frequency and simple percentage.

The results are presented in Table 1 to 3.

Table 1: Percentage distribution of respondents by Gender.

Table 1 shows that there were 35 male respondents which represent 43.75 percent and 35 female respondents which represent 56.25 percent.

Table2: Percentage distribution of respondents by Age

Age	Frequency	Percentage
18-21years	20	25.00%
22-25 years	40	50%
26-30 years	20	25%
TOTAL	80	100

Table 2 reveals that there were 20 respondents from the age range of 18-21 years which represent 25 percent, 40 respondents from the age range of 22-25 years which represent 50 percent and 20 respondents from the age range of 26-30 years which represent 25 percent.

Table3: Percentage distribution of respondents by school.

School	Frequency	Percentage%
UNIBEN	67	83.7%
BIU	13	16.25%
TOTAL	80	100

Table 3 reveals that there were 67 respondents from university of Benin which represents 83.75 percent and 13 respondents from Benson Idahosa University which represents 16.25 percent.

Answering of Research Questions

Research Question One: To what extent does the ability to apply SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis enable Business Education students to establish and manage small scale enterprises?

Table 4: Mean and Standard Deviation on the extent to which the ability to apply SWOT analysis enables business education students establish and manage small scale enterprise.

	ITEMS	MEAN	SD	REMARK
1	Thee ability to apply SWOT analysis students to make business Decisions	3.42	.632	Agree
2	The ability to apply SWOT analysis Agree enables business education students to spot opportunities in business	3.25	.666	Agree
3	The ability to apply SWOT analysis Enables business education students Discover ways to deal with threat	3.27	.746	Agree
4	The ability to apply SWOT analysis helps students to identify the focal point of an enterprise.	3.05	.673	Agree
5	The ability to apply SWOT analysis helps students to identify the weakness of the enterprise	3.27	.811	Agree
6	The ability to apply SWOT analysis helps Students identify the strengths of the Enterprise.	2.73	.711	Agree
	Grand Mean	3.17	.707	Agree

Table 4 shows that the mean respondent range from 2.73 to 3.42, while the standard deviation range from .632 to .811. The mean value shows that the respondents agreed to all items. The average mean of 3.17 which is higher than the value mean of 2.50 revealed that the ability to SWOT (Strengths,

Weaknesses, Opportunities and Threats) analysis enable business education students to establish and manage small scale enterprise.

Research Question Two: To what extent does leadership skills help business education student to establish and manage small scale enterprise? skills help business education students to establish and manage small scale.

Table 5: Mean and Standard Deviation on the extent to which leadership skill helps business education students to establish and manage small scale Enterprise.

	ITEMS	MEAN	SD	REMARK
1	Business education students through leadership skills have gained the ability to set goals.	3.18	.776	Agree
2	Business education students acquire leadership skills needed to motivate people.	3.08	.652	Agree
3	Business education students acquire leadership skills needed to build teams	2.80	.719	Agree
4	Business education students acquire leadership skills needed to make decisions	3.12	.682	Agree
5	Business education students acquire leadership skills on how to manage conflicts.	2.73	.711	Agree
6	Business education students acquire leadership skills needed to set goals.	3.27	.811	Agree
	Average	3.03	.725	Agree

Table 5 shows that the mean respondent ranges from 2.73 to 3.27, while the standard deviation ranges from .652 to .811. The mean value shows that the respondents agreed to all items. The average mean of 3.03 which is higher than the value mean of 2.50 shows that leadership skills helps business education students establish and manage small scale enterprise.

Research Question Three: To what extent does communication skills enable business education students establish and manage small scale

Enterprise

Table 6: Mean and Standard Deviation on the extent to which communication skills enable business education students establish and manage small scale enterprise

	ITEMS	MEAN	SD	REMARK
1	Business education has improved communication skills in small scale enterprise	3.35	.658	Agree
2	Business education has helped its students gain the ability to be concise. Confident and adaptive in presenting ideas.	3.10	.739	Agree
3	Business education has helped in the ability to convey ideas to people.	3.15	.658	Agree
4	Business education has helped in the ability to take criticism and listen to conflicting views and ideas.	2.88	.718	Agree
5	Business education has helped in the ability to write clearly and concisely.	3.16	.737	Agree
6	Business education students has helped in the ability to speak fluently.	2.50	1.079	Agree
	Average	3.02	.765	Agree

Table 6 shows that the mean respondents range from 2.50 to 3.35, while the standard deviation range from .658 to 1.079. The mean value shows that he respondents agreed to all items. The average mean of 3.02 which is higher than the value mean of 2.50 indicates that communication skills enable business education students establish and manage small scale enterprise.

Research Question Four: To what extent does risk taking skills help business education students establish and manage small scale Enterprise?

	ITEMS	MEAN	SD	REMARK
1	Business Education Encourages small Scale entrepreneurs in risk taking.	3.30	.848	Agree
2	Business education enables identifying opportunities through risk taking.	2.98	.763	Agree
3	Risk taking enables business education students uncover unforeseen opportunities.	2.50	1.079	Agree
4	Risk taking enables business education students learn new skills.	3.28	.595	Agree
5	Business education students are expected to be competent risk managers.	3.28	.746	Agree
6	Risk taking skill enables business education students understand possible risk in a business opportunity.	3.10	.739	Agree
	Average	3.07	.796	Agree

Table 7 shows that the mean respondent range from 2.50 to 3.30, while the standard deviation range from .595 to 1.079. The mean value shows that the respondents agreed to all items. The average mean of 3.07 which is higher than the value mean of 2.50 signifies that risk taking skills helps business education students establish and manage small scale enterprise.

Discussion of Findings

The findings of the study as indicated in the tables above are explained below:

The findings of research question one is given in the analysis data shown in Table 4. The responses from the respondents depicts that the ability to apply SWOT analysis helps students make business decisions, enables business education students spot opportunities in business, enables students discover ways to deal with threats, helps students to identify the focal point of an enterprise, helps students identify the weaknesses of the enterprise and helps students identify the strengths of the enterprise. Generally, the responses from items on the research question one indicated that the ability to apply SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis enables business education students to establish and manage small scale enterprise. This may be due to the fact that they were lectured on Center for Entrepreneurship Development (CED). In support of this view, Tafame & Idolor (2011) opined that SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) is a technique for assessing at business, its

resources and its environment. This type of analysis enables the entrepreneur to have a good understanding of its business as well as its market and can also show potential investors that all options open to or likely to affect a business at a given point in time have been thoroughly examined.

The findings on research question two is shown in analysis data table 5. The resultant mean values of the responses from the respondents shows that: they (respondents) agreed that Business education students through leadership skills has gained the ability to set goals, the skills needed to motivate people, skills needed to build teams, skills needed to make decisions, skills on how to manage conflict and skills needed to set goals. Generally, the result shows that leadership skill help business education students establish and manage small scale enterprise. In accordance with the findings, Research studies documenting the qualities possessed by leaders have provided leadership literature a broad range of traits and skills necessary to be an entrepreneur. These traits and skills range from the unattainable or unalterable, including age, gender and height, to those a person can work to develop such as confidence, insight and knowledge (Northouse, 2001).

The findings to research question three is shown in analysis data table 6. The resultant mean value of the responses from the respondents shows that Business education has increased communication skills in small scale enterprises, it has helped its students gained the ability to be concise, confident and adaptive in presenting ideas, it has helped in the ability to convey ideas to people, also helped in the ability to take criticism and listen to conflicting views and ideas, helped in the ability to writes clearly and concisely and helped the ability to speak fluently. However, the resultant responses from the items on the research questions three depicts that communication skills enable business education students to establish and manage small scale enterprise. In support of this view, Ukor (2007) opined that communication is the transfer of message to another party that it can be understood and acted upon. Hence, communication is an integral aspect in Business Education curriculum since business fail if communication is faulty. The findings of research question four is given in the analysis data table 7. The responses from the respondents indicated that business education encourages small scale entrepreneurs in risk taking, identifying opportunities through risk taking, enables students uncover unforeseen circumstances,

helps students learn new skills, business education students are supposed to be competent risk managers and risk taking skills enables business education students understand possible risk in a business opportunity. Consequently, from the findings, it shows that risk taking helps business education students establish and manage small scale enterprise. Ely (1986) studied risk-taking behaviour of university students and studied relationship between risk-taking tendencies and managing enterprises, the students' knowledge on risk taking has a positive influence in managing small scale enterprises.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter contains the summary of the study, the conclusion of the study and recommendations based on the findings. It is divided into the following sub-headings:

Summary of the Study.

Summary of the Findings.

Conclusion of the Study.

Recommendation.

Suggestion for Further Studies.

Summary of the Study

The study investigated the influence of entrepreneurial skills acquired by business education students on the establishment and management of small scale enterprise in Edo State. The researcher has looked widely into how the ability to apply SWOT analysis, leadership skills, risk taking skills

and communication skill helps business education students establish and manage small scale enterprise.

Descriptive survey research design was employed for this study. This is in consideration of the enormous importance of the responses of the students on the influence of entrepreneurial skills acquired by business education students on the establishment and management of small-scale enterprise. The population of this study consisted of one hundred and thirty-eight (138) 400 level business education students in the department of Vocational and Technical Education, Faculty of Education, University of Benin and twenty-five (25) 400 level business education students in the Faculty of Education, Benson Idahosa University. Simple random sampling technique was applied, a percentage of 50% of the population was used to determine the sample. Sixty-seven (67) students from the university of Benin and Thirteen (13) students from Benson Idahosa University. The instrument for data collection was questionnaire with twenty-four (24) items. The instrument was validated by three experts and the reliability of the instrument was carried out using split-half method. The researcher administered the questionnaire to the respondents by meeting them in their schools and the questionnaires were

collected immediately after their responses. The data collected were analysed using descriptive statistics of simple percentage for the demographic data of the respondents and mean with standard deviation for the items.

Summary of the Findings

- The finding of the study shows that the ability to apply SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis has enables business education students establish and manage small scale enterprise.
- Secondly, it was concluded that leadership skills help business education students establish and manage small scale enterprise.
- Thirdly, communication skills enable business education students establish and manage small scale enterprise.

And lastly, risk-taking skills is needed for business education students to establish and manage small scale enterprise.

Conclusion

Tertiary institutions equip Business Education Students with entrepreneurial skills to help them develop knowledge on how to establish and manage small scale enterprises of their own. This will enable them become good leaders, communicate effectively to their employees, take risks and they also gain the ability to apply SWOT analysis to enable the growth of the organization. It is believed that when all these skills are acquired by the students and applied properly, the rate of unemployment will be reduced and there will be more entrepreneurs as persons look for ways to set up business of their own.

Based on the findings of this study, students have to a high extent acquired these skills needed in establishing and managing small scale enterprise. But for those who have not been able to apply these skills needed to manage small scale enterprise, something must be done.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Necessary equipment should be made available by the government agencies to the students to foster the acquisition of the skills effectively.
2. More experienced and qualified lecturers should be allowed to teach the students so that the required skills would be appropriately impacted on the students.
3. The government should develop entrepreneurship curriculum contents that would reflect the necessary needed competencies as to prepare more Business Education students for business activities.

Suggestion for Further Study

This study investigated the influence of entrepreneurial skills acquired by business education students on the establishment and management of small-scale enterprise in Edo State. It is therefore suggested that further and extensive research should be carried out on areas this study fails to capture such as the importance of entrepreneurial skills to business education students, factors militating against effective acquisition of entrepreneurship in Nigeria, role of entrepreneurship in establishing and managing small scale enterprise among others.

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APPENDIX I
QUESTIONIARE
DEPARTMENT OF VOCATIONAL AND TECHNICAL
EDUCATION FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY.
EDO STATE

Dear Sir/Ma

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am an undergraduate student of the above-named department currently undertaking research **on Influence of entrepreneurial skills acquired by Business Education Students on the Establishment and Management of Small Scale Enterprise in Edo State.** The study is appropriate for the fulfilment for the award of Bachelor of Education Degree (B. ED) in Vocational and Technical Education. I therefore crave your indulgence to assist to fill the QUESTIONIARE. All information supplied will be treated in strict confidentiality. Thanks for your anticipated cooperation.

Yours Faithfully

Frank

SECTION A: DEMOGRAPHIC DATA

INSTRUCTION: Please tick (V) in the appropriate response that pertains to you.

1. Gender: Male [] Female []

2. Age: 18-21yrs [] 22-25yrs [] 26-30yrs [] 3. School: University of Benin [] Benson Idahosa University []

SECTION B:

This part is made up of four sections and twenty (20) items. You are required to respond by ticking (V) in the appropriate column to indicate your response to the various opinion statements. Kindly use the rating scale below to indicate your experience.

Rating Scale

- Very High Extent (VHE)

- High Extent (HE)

- Low Extent (LE)

- Very Low Extent (VLE)

S/N	To what extent does the ability to apply (Strengths, Weaknesses, Opportunities and Threats) analysis enable Business Education Students establish and manage small scale enterprise?	VHE	HE	LE	VLE
1.	The ability to apply SWOT analysis helps the students to make business decisions				
2.	The ability to apply SWOT analysis enables Business Education students to spot opportunities in business				
3.	The ability to apply SWOT analysis enables Business Education students to discover ways to deal with threats.				
4.	The ability to apply SWOT analysis helps students to identify the focal point of an enterprise.				
5.	The ability to apply SWOT analysis helps students to identify the weaknesses of the enterprise.				
6.	The ability to apply SWOT analysis helps business education students identify the strengths of the enterprise.				
	To what extent does manage small scale enterprise?				
7.	Business Education students through leadership skills had gained the ability to set goals				
8.	Business Education students acquire leadership skills needed to motivate people.				
9.	Business Education students acquire skills needed to build teams.				
10.	Business education students acquire skills needed to make decisions.				

11.	Business education students acquire skills on how to manage conflicts.				
12.	Business education students acquire skill needed to set goals.				
	To what extent does communication skills enable Business Education Students establish and manage small scale enterprise?	VHE	HE	LE	VLE
13.	Business education has improved small scale education in small scale enterprise.				
14.	Business education has helped its students gain the ability to be concise, confident and adaptive in presenting ideas.				
15.	Business education has helped in the ability to convey ideas to people.				
16.	Business education has helped in the ability to take criticism and listen to conflicting views and ideas.				
17.	Business education has helped in the ability to write clearly and concisely.				
	Business education has helped in the ability to speak fluently. To what extent does risk taking skill help business Education Student manage and establish small scale enterprise?	VHE	HE	VLE	LE
18.	Business education has helped in the ability to speak fluently.				
19.	Business education encourages small scale entrepreneurs in risk taking.				
20.	Business education enables identifying opportunities through risk taking.				
21.	Risk taking enables business education students uncover unforeseen opportunities.				
22.	Risk taking enables business education students learn new skills.				
23.	Business education students are expected to become competent risk managers.				