

**ENTREPRENEURSHIP COMPETENCY REQUIRED BY BUSINESS
EDUCATION STUDENTS IN ESTABLISHING SMALL SCALE VENTURES**

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BENIN CITY.**

MARCH, 2025

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**A RESEARCH SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND
TECHNICAL EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARDS OF
BACHELOR OF SCIENCE EDUCATION B.SC(Ed) BUSINESS EDUCATION.**

MARCH, 2025

APPROVAL

I certify that this research is adequate in scope and qualification for the partial fulfillment of award of B.Sc. (Ed.) degree in Business Education.

Dr. (Mrs.) H.E. Chukwuemeke
Project Supervisor

Date: _____

CERTIFICATION

This is to certify that this study was carried out by NICHOLAS Clifford, with matriculation number EDU2001940 of the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city, Nigeria. and that it is adequate in scope and quality in partial fulfilment for the award of the degree of Bachelor of Education B.Sc (Ed.) in Business Education.

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Dr. S.O. Osuyi
Head of Department

DATE

DEDICATION

This project is dedicated to GOD Almighty for his unending show of love during this programme.

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The researcher expresses his deepest gratitude to God Almighty who has been so much intentional about him since the inception of this degree program.

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ABSTRACT

This study explored the entrepreneurship competency required by business education students in establishing small scale ventures, with a specific focus on Nigerian students. The study was designed to examine three core aspects: the extent to which information and technology is required by business education students in establishing small scale ventures, the extent to which marketing skills is required by business education students in establishing small scale ventures and the extent to which creativity skill is required by business education students in establishing small scale ventures. By targeting 50 undergraduate students each from the Department of Business Education and Department of Entrepreneurship in the University of Benin. The study aimed to uncover insights relevant to the competencies required and its implications for business education students in establishing small scale ventures.

The research employed a descriptive survey design, collecting data through structured questionnaires. The data were analyzed using SPSS, employing mean and standard deviation as key statistical tools. Respondents provided insights into how business education students should have access to modern information technology for learning and research purposes and the importance to be proficient in using marketing analytic tools to assess campaign performance. The findings revealed that there is very high extent to which information and technology is required by business education students in establishing small scale ventures particularly by understanding business software applications e.g Excel, CRM systems and also develop skills in digital communication tools e.g email, video conferencing, collaboration platforms etc. It also revealed that marketing skills have a very high extent of requirement by business education students in establishing small scale ventures driven by the need to be trained in both traditional and digital marketing techniques to stay competitive in the industry.

Based on the above findings, it is recommended that; integrating digital technology training into the curriculum. This should include e-commerce, digital marketing and ICT proficiency. Encouraging interdisciplinary learning, combining business education with courses in technology, psychology, and design to enhance entrepreneurial competencies. By embedding these competencies into business education programs, students will be better equipped to establish, manage, and scale small-scale ventures successfully. Ultimately, fostering information and technology skills, marketing expertise, and creativity will empower aspiring entrepreneurs to navigate the complexities of the modern business world and drive economic growth through innovative ventures.

CHAPTER ONE

INTRODUCTION

Background to the Study

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. Experts in the field were of the opinion that entrepreneurship is regarded as a catalyst for economic growth, employment and wealth creation, Henry, et al (2003). Furthermore, the European Commission (2003) shared the same view and in addition suggests that entrepreneurship is a major driver of innovation, competitiveness and economic strength of a modern nation. They further emphasize the important role which business education has in the development of entrepreneurial mindsets and talents especially in enhancing entrepreneur competency.

Business education is a widely given high scores on the agenda of many governments. Such governments depend on the development of entrepreneurship through business education as the major source for their economic prosperity, growth and development. It is a kind of new concept which signifies not only quality education but also pay attention to the development of an individual practical ability and competency of students. It is also described as a new method of teaching that promotes students

innovative spirit, skills and attitudes which consequently make them after graduation to suitable career and become professional business creator.

This growth in business education in enhancing entrepreneur competency is reflected internationally. For example the European Commission (2008a) 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 venture after graduation. In a related development, Khan and Almoharby, (2007) highlight the rapid development of the course in Malaysia, Thailand and the Philippines. The European Commission (2004a), for example, posits that entrepreneurship is one of the key components to be included in current educational systems in order to prepare people for successful participation in society. In fact, the contribution of business education in promoting entrepreneurship to the world economy is well recognized.

Certainly, business education is considered as a complex subject to study in the context of teaching and learning because it depends on the individuals self regulated actions and characteristics that may not be easy to influence. It is against this background that, there is still ongoing debate whether we can teach students to become competent entrepreneur (Fiet, 2004). However, there is now a consensus, in the literature at least,

that business education can be taught and the debate has now shifted to what should be taught and how it should be taught (Ismail, 2011).

It is now generally agreed that most of researches conducted on business education have focused on course contents, pedagogical and audience characteristics. In this respect, the effectiveness of business education can also be measured in terms of teachers' entrepreneurial competencies. The development of business education however, is not as institutionalized as the development of education for the traditional management courses. Educators who hold master's and doctorate degrees in entrepreneurship are very rare all over the world. In addition, the uniqueness of the students' needs and the course requirements entails specific and special teaching skills to match the two. One of the perceived tools to address and match these basic education needs is to first conduct an analysis of entrepreneurial competencies, Gatchalian, (2010).

A research conducted in Malaysia indicates that teaching approaches appear to be inappropriate and educators do not appear to have relevant skills, knowledge or training. There are so many shortcomings and challenges which the entrepreneurship educators are facing (Ismail, 2010). The aim of the study is to examine the entrepreneur competencies required by business education students in establishing small scale ventures. These

competencies include information and technology skills, marketing skills and creativity skills.

Information technology is a key component of entrepreneurial competency, as it can help entrepreneurs access resources, markets, and customers, creates new products and services. Information Technology can also help businesses adapt to changing market conditions and improve efficiency and productivity.

Marketing skill is an essential factor that cannot be over emphasized in businesses. This skill is important to entrepreneurs to be successful in identifying the right product, price, place, and promotions. Some marketing skills for entrepreneurs include; branding, networking, active listening to others etc.

Creativity on the other is the ability to generate new ideas and solutions to problems, and to see into the future and anticipate needs. It's a vital trait for entrepreneurs, as it can help them solve problems, stand out from the competition, create new products or services, recognise opportunities as well as to boost productivity. Entrepreneurial competencies are the knowledge, skills, and abilities that entrepreneurs need to start, manage, and grow a business.

Statement of the Problem

For many developing countries, development of entrepreneurial competencies has been a powerful engine of economic growth and wealth creation, and is crucial for improving the quality, number and variety of employment opportunities for the poor. It has several multiplier effects on the economy, spurs innovation, and fosters investment in people, which is a better source of competitive advantage than other natural resources, which can be depleted. Entrepreneurial competencies in business education students will enable them to create new enterprises, new commercial activities, and new economic sectors. They generate jobs for others; they produce goods and services for society; they introduce new technologies and improve or lower cost outputs; and they earn foreign exchange through export expansion or substitution of imports.

According to (Abdullahi, 2008) for countries to accelerate their economic growth and development, it is necessary for them to build up critical mass of first generation entrepreneurs because development is now being linked more and more to entrepreneurs. It stands as a vehicle to improve the quality of life for individuals, families and to sustain a healthy economy and environment. This can lead to economic development and the advancement private enterprises.

Objectives of the Study

The following are the objectives of this study:

1. To examine the extent of information and technology skills required by business education students in establishing small scale ventures
2. To examine the extent to which marketing skills are required by business education students in establishing small scale businesses
3. To examine the extent to which creativity skills are required by business students in establishing small scale ventures.

Research Questions

1. To what extent is information and technology skill required by business education students in establishing small scale ventures?
2. To what extent is marketing skill required by business education students in establishing small scale ventures?
3. To what extent is creativity skill required by business education students in establishing small scale ventures?

Significance of the study

The findings of this study will be of great benefit to the general public and researchers when published in journals and presented in conferences. It will educate the

general public on the ability of business education in equipping students with entrepreneurial competencies with a view of drawing the interest of many youth towards studying business education to be future entrepreneurs.

Scope and Delimitation of the Study

This study focuses on entrepreneurship competency required by business education students in establishing small scale ventures. The study will be delimited to students in the Department of Vocational and Technical Education, Faculty of Education, and the department of Entrepreneurship, faculty of management sciences, University of Benin.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature used for this study and it is presented under the following:

- Theoretical Framework
- Concept of Entrepreneurship
- Concept of Competency
- Information and Technology Skill required by Business Education Students
- Marketing skill required by Business Education Student
- Creativity Skill required by Business Education Students
- Summary of Reviewed Literature

Theoretical Framework

This work focuses on the specific skills and attributes that entrepreneurs need to successfully establish and manage their businesses. This framework is essential for understanding the unique challenges faced by small-scale ventures and how specific competencies can help overcome these challenges.

Entrepreneurial competencies refer to the mix of knowledge, skills, and behaviors that individuals need to successfully start and manage businesses. Business

education students, in particular, require a well-rounded set of competencies to transition from theory to practice when establishing small-scale ventures. Several theoretical frameworks and established models, along with academic references, provide a foundation for identifying and developing these competencies.

Theory of Achievement Motivation

The theory of Achievement Motivation (1961) propounded by David McClelland is fundamental in understanding the competencies needed for entrepreneurship. According to McClelland, prosperous entrepreneurs display high levels of achievement motivation, which manifests as a desire to accomplish challenging goals and take calculated risks. Business education students need to cultivate and inculcate in themselves this competency to develop the mindset and behavior essential for establishing small-scale ventures.

In this context, entrepreneurship competency is built on cognitive and behavioral traits such as:

- Need for Achievement: The intrinsic desire to excel and overcome challenges, essential for small business success.
- Risk-Taking: Willingness to take calculated risks, critical in entrepreneurial ventures where uncertainty is prevalent.

- Internal Locus of Control: The belief that one controls their own destiny, a crucial characteristic for entrepreneurs.

Boyatzis's Model of Competency Development

Boyatzis's Model of Competency Development (1982) posits that competencies are a combination of cognitive, affective, and behavioral components, which help individuals to perform effectively in their roles. According to Boyatzis, competencies in entrepreneurship can be categorized into several dimensions critical to business education students:

- Cognitive Competencies: Problem-solving, opportunity recognition, and innovation. Business students must develop the cognitive capacity to identify opportunities in the marketplace and devise strategic solutions.
- Behavioral Competencies: Traits such as leadership, decision-making, and resilience. Behavioral competencies empower entrepreneurs to lead teams, make difficult decisions, and adapt in the face of failure.
- Technical Competencies: Knowledge and skills in accounting, marketing, and operations management. These technical competencies enable students to manage the day-to-day operations of small-scale businesses effectively.

Business education students must therefore be trained to integrate these

competencies within the entrepreneurial context. The competency-based education approach emphasizes practical learning, including case studies, role-playing, and real-world business simulations, to enhance the development of these competencies.

Human Capital Theory (Schultz and Becker)

Human Capital Theory, advanced by economists such as Theodore Schultz (1961) and Gary Becker (1964), emphasizes the role of education and training in increasing an individual's productive capacity. Entrepreneurs who invest in learning and skill acquisition are most likely to perform better in business environments. Business education students, as prospective entrepreneurs, need to build, develop and edify their human capital through both formal education and practical exposure to real-world entrepreneurial scenarios. Key competencies outlined in the human capital framework that are critical for establishing small-scale ventures include:

- **Business Knowledge and Technical Skills:** A thorough understanding of finance, marketing, and management, which provides a solid foundation for running a business.
- **Social Capital and Networking:** The ability to leverage relationships and collaborations for business success. This competency is key for small businesses that rely on local networks.
- **Leadership Skills:** Effective leadership is a cornerstone of business success, and

business education students must develop strong leadership competencies to motivate teams, communicate effectively, and manage business growth.

Theory of Planned Behavior (Ajzen)

The Theory of Planned Behavior (Ajzen, 1991) is a psychological theory that describes how attitudes, subjective norms, and perceived behavioral control shape an individual's intention to engage in a behavior—in this case, entrepreneurship. The theory helps to explain the factors that drive business education students toward entrepreneurial activity, such as starting small-scale ventures. The key components of the Theory of Planned Behavior, which influence entrepreneurial behavior, include:

- **Attitude toward Entrepreneurship:** A positive attitude toward entrepreneurship increases the likelihood of students engaging in entrepreneurial activities.
- **Subjective Norms:** The perceptions and pressures from family, peers, and society about entrepreneurship influence students' intentions to start businesses.
- **Perceived Behavioral Control:** Business education students need to feel capable and empowered to start and manage their ventures. Building self-efficacy and confidence is crucial in this regard.

In the context of small-scale ventures, business education students must be equipped with the mindset and belief in their ability to overcome challenges and manage

their business ventures effectively.

Social Learning Theory (Bandura)

Albert Bandura's Social Learning Theory (1977) postulates that people learn through observing others, particularly those they view as role models. This theory is especially relevant for entrepreneurship education because aspiring entrepreneurs can learn vital competencies by interacting with mentors, peers, and successful entrepreneurs.

Key entrepreneurial competencies developed through social learning include:

- **Networking and Mentorship:** Observing and interacting with experienced entrepreneurs and peers helps students build relationships that can be crucial for business success.
- **Problem-Solving and Decision-Making:** By observing the strategies employed by other entrepreneurs, students can develop their own problem-solving and decision-making skills, which are crucial for small-scale ventures.
- **Adaptability:** Observing the ways in which other entrepreneurs adapt to changing market conditions helps students build the flexibility necessary for long-term business sustainability.

Resource-Based View (Barney)

The Resource-Based View (RBV) propounded by Jay Barney (1991) highlights the

importance of resources, both tangible and intangible, in establishing and sustaining competitive advantages for small businesses. According to the RBV, entrepreneurial success depends on the ability to manage and deploy resources effectively. For business education students, this translates into developing competencies that enable them to identify, access, and utilize available resources effectively in establishing small-scale ventures. Key competencies derived from the RBV that business education students need to develop include:

- **Resource Management:** Effective management of financial, human, and physical resources to create value.
- **Innovation:** The ability to innovate and use scarce resources creatively to overcome limitations.
- **Strategic Thinking:** Understanding how to leverage resources in the competitive environment of small-scale business.

Concept of Entrepreneurship

Entrepreneurship is the process of starting and operating a business, a business that is often driven by innovation, risk-taking, and the pursuit of new opportunities. It has to do with the ability of first identifying a market need and then creating a product or service that will satisfy that need, and building a sustainable business model around it.

Who is an Entrepreneur?

The concept of an entrepreneur refers to an individual who identifies opportunities, takes risks, and organizes resources to create and manage a business, with the goal of generating profits and creating value. Entrepreneurs are often seen as innovators, creators, and problem-solvers who bring new products, services, or solutions to the market. They play a vital role in the economy by driving innovation, creating jobs, and contributing to the growth of industries.

The Role of an Entrepreneur in the Economy:

- **Job Creation:** Entrepreneurs often create jobs by starting and growing businesses, providing employment opportunities for others and helping reduce unemployment in the economy.
- **Economic Growth:** Through the development of new products and services, entrepreneurs contribute to economic expansion. They drive competition, which can lead to better products, lower prices, and improved customer experiences.
- **Innovation and Technological Advancement:** Entrepreneurs often introduce new technologies or processes that improve efficiency, solve complex problems, and enhance quality of life. They are central to technological progress and innovation.
- **Wealth Creation:** Successful entrepreneurs generate wealth not only for themselves

but for their employees, investors, and society as a whole. Their businesses can grow into major enterprises that contribute significantly to the economy.

- **Social Change:** Especially in the case of social entrepreneurs, new businesses can address issues like poverty, education, healthcare, and environmental sustainability, contributing to social and cultural change.

The concept of entrepreneurship has been explored extensively by people and books, and several perspectives have emerged over time.

Key Concepts of Entrepreneurship:

1. **Innovation and Creativity:** Entrepreneurs are often seen as innovators who create new products, services, or solutions to address unmet needs or improve existing ones. Innovation is the core driver of entrepreneurship.
2. **Risk-taking:** Entrepreneurs typically take on significant risks, including financial, personal, and professional, to start and grow their businesses. Managing and mitigating these risks is a central challenge for entrepreneurs.
3. **Opportunity Recognition:** Successful entrepreneurs are adept at identifying opportunities in the market that others might overlook. This ability to spot gaps or emerging trends is a key trait of entrepreneurship.
4. **Resource Mobilization:** Entrepreneurs need to gather resources, such as capital,

talent, and technology, to bring their ideas to life. Effective resource management is crucial for business success.

5. Value Creation: At its core, entrepreneurship is about creating value—whether through solving a problem, improving a process, or offering a better product or service than currently available.

The Concept of Competency

Competency refers to the combination of skills, knowledge, abilities, behaviors, and attributes that enable an individual to perform tasks and activities successfully in a specific context or role. It is a key determinant in assessing an individual's performance in professional and organizational settings. Competency is broader than just technical skill or academic knowledge; it encompasses a wide range of personal qualities, interpersonal skills, and practical abilities that contribute to success in various environments. In the context of professional development, competency represents the capacity to apply knowledge, skills, and experience to meet job demands and solve problems effectively. Over time, the understanding of competency has evolved from a simple focus on technical or vocational skills to a more comprehensive model that includes emotional intelligence, leadership abilities, communication skills, and problem-solving capacity.

Psychologist David McClelland is famous for introducing the concept of competencies in the 1970s, emphasizing that competencies (both skills and behaviors) are critical predictors of job performance. McClelland proposed that competencies are made up of three key elements: motives, traits, and self-concept. His model focuses on identifying competencies that are linked to high performance in specific roles. In the book “Competence at Work (1993),” Lyle M. Spencer and Signe M. Spencer define competencies as underlying characteristics of a person that are causally related to effective or superior performance in a job or situation. They proposed that competencies can be categorized into five domains:

- Motivational competencies
- Cognitive competencies
- Behavioral competencies
- Interpersonal competencies
- Leadership competencies

Daniel Goleman’s work on emotional intelligence popularized the idea of EI as a critical competency. According to Boyatzis and Goleman, emotional intelligence is an essential set of competencies that help individuals understand and manage their emotions and the emotions of others. The four pillars of emotional intelligence are: self-awareness,

self-management, social awareness, and relationship management.

In the modern entrepreneurial ecosystem, certain skills play a vital role in determining the success and sustainability of a venture. Among these, Information Technology (IT) skills, Marketing skills, and Creativity skills are considered core competencies that help entrepreneurs not only build and manage businesses but also thrive in an increasingly competitive and dynamic market environment.

Information and Technology Skill Required by Business Education Students

In today's rapidly evolving digital world, Information Technology (IT) skills are crucial for business education students. These students, who are preparing to enter a variety of business fields, need to develop a solid foundation in IT to succeed in both their studies and professional careers. The combination of business knowledge and technology skills helps students become proficient in modern business practices, equipping them with the necessary tools to thrive in the workplace. Integrating information and technology competencies into business education is crucial for students aiming to establish small-scale ventures. Proficiency in digital tools and platforms enhances operational efficiency, marketing reach, and overall competitiveness.

Ogundele and Ojukuku (2020) emphasized that information and technology (ICT) skills are essential for business education students to successfully establish small-scale

ventures. Their research indicates that equipping students with this competency significantly enhances their entrepreneurial capabilities. Rahmi and Cerya (2020) found that entrepreneurship education and digital literacy significantly influence each other. They argue that in the context of digital entrepreneurship, individuals with sufficient digital knowledge can develop better products or services to meet market demands.

Wibowo et al. (2023) highlighted the importance of digital literacy in forming entrepreneurial competencies. Their study suggests that digital literacy plays a crucial role in shaping the skills necessary for successful entrepreneurship in the modern digital era. Collectively, these studies underscore the critical role of integrating information and technology competencies within business education to prepare students for successful entrepreneurship in small-scale ventures.

Why IT Skills Are Critical for Business Education Students:

Business education students are expected to handle a range of tasks that require digital literacy, from analyzing data to managing digital marketing campaigns. Whether they pursue careers in management, marketing, finance, entrepreneurship, or any other business discipline, understanding and using technology will enhance their ability to perform tasks efficiently, innovate, and stay competitive.

Key Information and Technology Skills for Business Education Students

1. Basic Digital Literacy: These basic skills are essential for creating reports, presentations, and handling basic data analysis, which are a part of almost every business course and profession. Most business operations rely on digital tools to increase efficiency and effectiveness.

Skills Needed in Basic Digital Literacy;

- Proficiency with word processing software (Microsoft Word, Google Docs)
- Spreadsheets for data management (Microsoft Excel, Google Sheets)
- Presentation software (Microsoft PowerPoint, Google Slides)

2. Data Analytics and Business Intelligence: In business today, data drives decisions. Understanding how to use data analytics tools to measure performance, forecast trends, and optimize business strategies is a critical competency.

Skills Needed in Data Analytics and Business Intelligence

- Understanding and using data analytics tools (e.g., Google Analytics, Tableau, Microsoft Power BI)
- Ability to collect, analyze, and interpret data to make informed business decisions
- Knowledge of statistical analysis and how to apply it to real-world business problems

3. Enterprise Resource Planning (ERP) Systems: ERP systems are widely used in large organizations to streamline and automate business processes. Understanding how these

systems work can give business education students an edge in industries like manufacturing, retail, and healthcare.

Skills Needed in Enterprise Planning

- Familiarity with ERP software (e.g., SAP, Oracle, Microsoft Dynamics)
- Understanding how businesses integrate and manage various functions (finance, supply chain, human resources) through ERP systems

4. Accounting Software: In the business world, accounting is crucial for decision-making. Business students should understand how to use digital tools to maintain accurate financial records, which are necessary for effective business management.

Skills Needed in accounting software

- Knowledge of accounting software like QuickBooks, Xero, or Sage
- Understanding how to use these tools for bookkeeping, invoicing, budgeting, and financial reporting

5. Customer Relationship Management (CRM) Software: CRM systems help businesses manage and analyze customer interactions, ultimately improving customer satisfaction and retention. Understanding CRM systems is critical for students pursuing careers in sales, marketing, and customer service.

Skills Needed:

- Proficiency with CRM tools such as Salesforce, HubSpot, or Zoho CRM
- Ability to use CRM systems to manage customer relationships, sales pipelines, and marketing efforts

6. Digital Marketing Tools: With businesses increasingly relying on digital platforms to reach customers, business students need to be able to understand how digital marketing works and how to create and manage online campaigns.

Skills Needed:

- Understanding digital marketing platforms (Google Ads, Facebook Ads, LinkedIn Ads)
- Proficiency in email marketing tools (MailChimp, Constant Contact)
- Knowledge of Search Engine Optimization (SEO) and Search Engine Marketing (SEM)

7. Cloud Computing: Cloud computing allows businesses to work remotely, collaborate more efficiently, and scale their operations. Business students should be proficient in using these tools for both academic and professional purposes.

Skills Needed:

- Familiarity with cloud storage and computing tools like Google Drive, Microsoft

OneDrive, and AWS

- Knowledge of how businesses use cloud-based applications for collaboration, storage, and communication

8. Project Management Tools: Project management tools help students organize and manage tasks, deadlines, and resources effectively. Proficiency in these tools is essential for students pursuing careers in project management, operations, or entrepreneurship.

Skills Needed:

- Familiarity with project management software like Trello, Asana, or Microsoft Project

- Ability to plan, organize, and track business projects using digital tools

9. Cybersecurity Knowledge: With the increasing frequency of cyberattacks, business students must understand the basics of protecting sensitive business and customer information.

Skills Needed:

- Understanding the basics of cybersecurity and how to protect business data from cyber threats
- Familiarity with encryption, firewall protection, and secure digital communication

In conclusion, For business education students, developing a solid foundation in

Information Technology is not optional—it's essential. IT skills in areas like digital literacy, data analytics, ERP systems, digital marketing, and project management are critical for future business leaders to perform effectively in their careers. Additionally, familiarity with tools and platforms used by businesses, such as cloud computing, CRM systems, and accounting software, will enable them to manage business operations more efficiently. Business education students who are proficient in these IT skills will be better prepared to contribute to the digital transformation of the businesses they will work for or start. By integrating technology into their studies and future careers, they can stay competitive in a constantly evolving job market.

Marketing Skills Required by Business Education Students

Marketing is a fundamental competency for business education students who aspire to establish and sustain small-scale ventures. Effective marketing skills enable entrepreneurs to identify target customers, develop compelling value propositions, and position their businesses for success. Several studies have emphasized the importance of marketing skills in entrepreneurship education, highlighting their role in business growth, customer retention, and profitability.

1. Importance of Marketing Skills in Entrepreneurship

Marketing skills encompass a wide range of competencies, including market

research, branding, advertising, customer relationship management, and digital marketing.

These skills help entrepreneurs in:

- Understanding consumer needs and preferences
- Creating effective marketing strategies
 - Promoting products and services
 - Enhancing customer engagement and retention
 - Competing effectively in the marketplace

2. Key Marketing Skills for Business Education Students

a. Market Research and Consumer Analysis

Market research helps entrepreneurs understand industry trends, customer behaviors, and competitors. According to Ishola and Akinsolu (2017), business education students must develop the ability to analyze market trends and customer needs to make informed business decisions. Their study on entrepreneurship competencies in Lagos, Nigeria, found that students who acquired market research skills were more likely to establish sustainable small-scale businesses (Ishola & Akinsolu, 2017).

b. Branding and Positioning

Branding plays a crucial role in differentiating a business from its competitors. Ayiku and Grant (2021) emphasize that strong branding increases customer trust and

loyalty, which is essential for small businesses competing with larger enterprises. Their research on entrepreneurial marketing in Ghana revealed that small-scale business owners who invested in branding strategies experienced higher customer retention rates (Ayiku & Grant, 2021).

c. Advertising and Promotion

Entrepreneurs must be skilled in designing and implementing advertising strategies that effectively communicate their brand message. Ogundele and Ojukuku (2020) highlight that advertising skills, including social media promotions and influencer marketing, have become indispensable in the modern business landscape. Their study on business education competencies showed that students trained in digital marketing and advertising were more successful in launching and sustaining their ventures (Ogundele & Ojukuku, 2020).

d. Customer Relationship Management (CRM)

Building and maintaining strong customer relationships is key to business longevity. Kotler and Keller (2022) in *Marketing Management* emphasize that entrepreneurs who implement effective CRM strategies, such as personalized customer interactions and loyalty programs, achieve higher customer satisfaction and business

growth (Kotler & Keller, 2022).

e. Digital Marketing and E-Commerce

The rise of technology has made digital marketing a critical skill for entrepreneurs.

Business education students must be proficient in:

- Social media marketing (Facebook, Instagram, TikTok, LinkedIn)
- Search engine optimization (SEO) and content marketing
- Email marketing and automation
- Online sales and e-commerce platforms

According to Wibowo et al. (2023), digital literacy plays a significant role in shaping the marketing skills of future entrepreneurs. Their study found that students with strong digital marketing competencies had a competitive advantage in launching online businesses and reaching global markets (Wibowo et al., 2023).

3. The Role of Business Education in Developing Marketing Skills

To equip students with these essential marketing skills, business education programs should incorporate:

- Practical training in market research and business analytics
- Courses on branding, advertising, and digital marketing strategies
- Entrepreneurship incubators where students can test marketing ideas

- Partnerships with successful entrepreneurs for mentorship.

Marketing skills are indispensable for business education students aspiring to establish small-scale ventures. Studies by Ishola & Akinsolu (2017), Ayiku & Grant (2021), Ogundele & Ojukuku (2020), and Wibowo et al. (2023) consistently highlight that entrepreneurs with strong marketing competencies experience better business performance, customer engagement, and brand growth. By integrating comprehensive marketing training into business education curricula, students will be better equipped to navigate the competitive business landscape and create successful entrepreneurial ventures.

Creativity Skills Required by Business Education Students

In the modern business world, creativity is a crucial skill for success. It's no longer just about doing things "the way they've always been done." Business education students must develop creative thinking skills to solve problems, innovate processes, differentiate products, and respond to market changes effectively. Creativity in business is about applying imagination and originality in ways that lead to tangible outcomes like new products, business models, marketing strategies, and customer engagement methods. Creativity is essential in entrepreneurship because it:

- Encourages innovation and differentiation

- Helps in problem-solving and overcoming business challenges
- Enhances the ability to adapt to market trends
- Drives business growth through unique value propositions

According to Amabile (2018) in *Creativity in Context*, creative thinking plays a fundamental role in entrepreneurial success by fostering innovative solutions that can disrupt traditional industries (Amabile, 2018).

There are several creativity skills required by business education students:

a. Opportunity Recognition and Idea Generation

Entrepreneurs must be able to identify gaps in the market and develop innovative solutions. Shane and Venkataraman (2000) argue that opportunity recognition is a fundamental entrepreneurial competency, as successful businesses often emerge from identifying unmet customer needs.

b. Problem-Solving and Critical Thinking

Creativity in entrepreneurship involves thinking outside the box to solve business challenges. Torrance (2019) in *The Nature of Creativity* explains that creative entrepreneurs analyze problems from multiple perspectives and develop unconventional solutions, leading to long-term business sustainability. Businesses constantly face challenges, whether internal inefficiencies, market competition, or changing consumer

behavior. Business education students need creative problem-solving skills to offer practical and innovative solutions that can drive success.

c. Product and Service Innovation

Innovation is at the core of entrepreneurial success. Drucker (1985) in *Innovation and Entrepreneurship* states that businesses that introduce new and improved products gain a competitive advantage in the market (Drucker, 1985). For example, companies like Apple and Tesla have thrived due to their continuous product innovations.

d. Adaptability and Flexibility

Creativity allows entrepreneurs to adapt to changing market trends and consumer demands. Gibson (2021) in *Creative Thinking for Entrepreneurs* highlights that businesses that fail to adapt often struggle to compete, while those that embrace change thrive.

e. Design Thinking and Branding

Design thinking is a problem-solving approach that enhances creativity in business development. Brown (2009) in *Change by Design* explains that entrepreneurs who apply design thinking create user-centered products and services that resonate with customers (Brown, 2009).

The Role of Business Education in Enhancing Creativity Skills

To nurture creativity among business education students, institutions should:

- Encourage brainstorming and ideation sessions
- Incorporate experiential learning through business simulations
- Provide courses on innovation and creative problem-solving
- Offer mentorship programs with successful entrepreneurs

According to Kuratko (2016) in *Entrepreneurship: Theory, Process, Practice*, business education programs must integrate creativity training to equip students with the ability to generate and implement innovative ideas (Kuratko, 2016).

Summary of Reviewed Literature

The literature reviewed in this chapter emphasizes the significance of entrepreneurship competency in shaping business education students. Research has consistently shown that entrepreneurship competencies are essential for business education students aiming to establish small-scale ventures. The work of David McClelland in the 1970s helped popularize the idea of competencies in organizational psychology. He demonstrated that certain competencies (such as achievement orientation, problem-solving, and leadership) were linked to superior performance in specific roles. The literature reviewed so far highlights three key competencies: information and technology skills, marketing skills, and creativity skills. Each competency plays a critical

role in shaping students' ability to navigate the business landscape, sustain competitive advantage, and foster business growth.

Specifically, technology is a fundamental driver of modern entrepreneurship. Business education students must develop ICT proficiency, digital marketing expertise, and e-commerce skills to succeed in today's competitive environment.

- Hyams-Ssekasi and Yasin (2021) emphasize that integrating digital technology into entrepreneurship education is crucial for preparing students for real-world business challenges. They argue that traditional teaching methods are insufficient without creative digital approaches.

- Wibowo et al. (2023) highlight the significance of digital literacy in shaping entrepreneurial competencies, stating that students with strong digital marketing and e-commerce skills are better equipped to establish online businesses.

- Ogundele and Ojukuku (2020) stress that ICT skills, along with managerial and marketing competencies, enhance students' ability to run small-scale ventures successfully.

the studies highlight the profound impact of Entrepreneurship competency required by business education students.

On the aspect of marketing, it is seen as a crucial competency that enables

entrepreneurs to attract customers, promote products, and establish strong brand identities. Without proper marketing skills, small businesses struggle to sustain themselves in competitive markets. Ishola and Akinsolu (2017) identify marketing, advertising, and promotion as essential skills for business education students, stating that these competencies significantly impact business survival and growth. Ayiku and Grant (2021) highlight the direct relationship between entrepreneurial marketing skills and business performance, emphasizing that branding and customer engagement strategies lead to increased profitability. Kotler and Keller (2022) argue that customer relationship management (CRM) is a key aspect of marketing that ensures long-term customer retention, a critical factor for small-scale business success.

The foundation of innovation is traced down to creativity, allowing entrepreneurs to develop unique business ideas, solve complex problems, and adapt to market changes. Creative entrepreneurs often have a competitive advantage in business.

- Amabile (2018) states that creativity in entrepreneurship fosters innovation and business sustainability. Entrepreneurs who think creatively are more likely to identify opportunities and introduce novel solutions.
- Shane and Venkataraman (2000) emphasize that opportunity recognition is a crucial component of creativity, as successful businesses often arise from identifying unmet

market needs.

- Drucker (1985) explains that product and service innovation, driven by creative thinking, differentiates businesses from their competitors and ensures market success.
- Brown (2009) highlights the role of design thinking in business, arguing that creative entrepreneurs develop user-centered products that attract and retain customers.

CHAPTER THREE

METHODOLOGY

Research Design

This research study adopted a descriptive survey research design where qualitative data was collected. The design was non experimental soliciting information on entrepreneurship competency required by business education student in establishing small scale ventures. The essence of adopting this research design was to elicit data from target population through questionnaire and interview instruments. The data generated therefore were subjected to statistical analysis for the purpose of drawing necessary conclusions.

Population of the Study

The population of the study comprises of all the students in the fifteen (15) faculties of the university of Benin, Benin city. The university of Benin has approximately 85,000 students (university of Benin press 2018) studying different degree programmes in the two campuses of the university.

Sample and Sampling Technique

In this study, the simple random sampling technique will be used to select two departments in the university of Benin main campus; Department of VTE (Business

Education) and department of Entrepreneurship (Management science) will be used as the sample for the study. Fifty (50) students will be chosen randomly from each of the two departments, making a total of 100 respondents to be used as the research sample.

Research Instrument

The research instrument to be used in this study is the questionnaire. The questionnaire served as the main data collection instrument used. The prepared questionnaire accompanied with letter of introduction was sent to the assigned respondents to be completed and returned to the researcher. The questionnaire was divided into two sections. Section A captured demographic characteristics like age, Sex, class and religion, while section B focused on Entrepreneurial Competency required by business education students in establishing small scale ventures, containing several questions where respondents were asked to indicate the degree of their agreement with the statements on a likert scale measurement which indicated strongly agree (4), agree (3) disagree (2) and strongly disagree (1).

Validity of the Instrument

To ensure validity of the instrument, it was given to the researcher's supervisor who then went through and made some modifications and corrections before printing, thus giving it a face and item validity.

Reliability of the instrument

The reliability of the instrument will be established by using the test-retest method. This is to satisfy how reliable is the test instrument when administered to the respondent on two different occasions. The questionnaire will be administered to 20 respondents. After an interval of one week of the administration, the same sets of instrument were re-administered to the same group of respondents and the resulting test scores were correlated using Pearson products moment correlation. The result will be analyzed in respect with the standard coefficient value of 0.076.

Method of Data Collection

The researcher personally administered the study instrument (questionnaire items) to the respondents with the help of one research assistant who was properly briefed on how to administer the questionnaire and retrieve the completed copies from the respondent. The covering letter which was administered to the respondents explained the purpose of the study, assuring the respondents of the confidentiality of their response.

Method of Analysis

The data retrieved was analyzed with regards to the research questions. The method includes the descriptive method such as mean and standard deviation. The decision rule of 2.5 was used as the standard for deciding if an item is accepted or rejected.

Mean > 2.5 = Accepted

Mean < 2.5 = Rejected

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the responses to the administered questionnaire. Data presented were analyzed using SPSS data analysis software tool and the result of analysis are discussed under the following sub-headings

- ❖ **Bio-data Analyses**
- ❖ **Answering of Research Questions**
- ❖ **Discussion of Finding**

Bio-data Analyses

The bio-data analysis is analyzed using simple percentage. The result is presented in Table 1-3

Table 1: Percentage distribution of respondents by Sex

SEX	FREQUENCY	PERCENTAGE
MALE	40	40.0%
FEMALE	60	60.0%
TOTAL	100	100.0%

Source: Field study, 2025

The above table shows the percentage and frequency distribution of the sex of respondents, male is 40 in number having 40% while female is 60 having 60%.

Table 2: Percentage distribution of respondents by Department

Department	Frequency	Percentage
VTE	50	50%
Entrepreneurship	50	50%
TOTAL	100	100.0%

Source: Field study, 2025.

The above table shows the percentage and frequency distribution of the Department of respondents, Vocational and Technical Education 50 and has 50% while the Entrepreneurship respondents are 50 and has 50%.

Table 3: Percentage distribution of respondents by Age

Age	Frequency	Percentage
Less than 20	6	6.0%
20-25	94	94.0%
Total	100	100.0%

Source: Field study, 2025.

The above table shows the percentage and frequency distribution of the age of respondents, age less than 20 respondents are 6 and has 6% while age 20-25 respondents

are 94 and has 94%.

Answers To Research Questions

Data collected to answer the research questions was answered using mean and standard deviation. The results are shown in Tables 4 to 6.

Research Question 1

To what extent is information and technology required by business education students in establishing small scale ventures?

Table 4: Data showing the extent information and technology is required by business education students in establishing small scale ventures

S/N	Item Statement	N	X	S.D	Decision
1	Business education students need to be proficient in using information technology tools for data analysis	100	3.7400	.44084	High Extent
2	Business education students should have access to modern information technology for learning and research purposes	100	3.7200	.45126	High Extent
3	Understanding business software applications e.g. excel, CRM systems is essential for business education students	100	3.6300	.48524	High Extent
4	Business education students should develop skills in digital communication tools e.g. email videoconferencing collaboration platforms	100	3.5300	.50161	High Extent
5	Information technology plays a key role in shaping the future of business education and should be integrated into	100	3.4700	.50161	High Extent

Source: Field study, 2025

In response to research question one, Table 4 shows strongly that respondents agreed that there is extent information and technology required by business education students in establishing small scale ventures. The items 1- 5 indicate strongly the extent information and technology required by business education students in establishing small scale ventures with mean ranging from 3.47 – 3.74. With these results, the above mean score shows that the respondents strongly agree that the extent information and technology required by business education students in establishing small scale ventures is high.

Research Question 2

To what extent are marketing skills required by business education students in establishing small scale ventures?

Table 5: Data showing the extent marketing skills are required by business education students in establishing small scale ventures

S/N	Item Statement	N	X	S.D	Decision
6	Business education students should have a strong understanding of digital marketing strategies e.g. social media, SEO, content marketing	100	3.8400	.36845	High Extent
7	It is important for business education students to develop skills in market research and consumer behavior analysis	100	3.7200	.45126	High Extent
8	Business education students should be proficient in using marketing analytic tools to assess campaign performance	100	3.6000	.49237	High Extent
9	Understanding branding and positioning is a critical skill for business education students pursuing a career in marketing	100	3.5200	.50212	High Extent
10	Business education students should be trained in both traditional and digital marketing techniques to stay competitive in the industry	100	3.3000	.46057	High Extent

Source: Field study, 2025

In response to research question two, Table 5 shows that the respondents strongly agreed that there are extent marketing skills are required by business education students in establishing small scale ventures with mean ranging from 3.30– 3.84. With these results, the above mean score shows that the extent marketing skills are required by business education students in establishing small scale ventures is very high.

Research Question 3

To what extent is creativity skills required by business education students in establishing small scale ventures?

Table 6: Data showing the extent creativity skills are required by business education students in establishing small scale ventures

S/N	Item statement	N	X	S.D	Decision
11	Business education students should develop creative problem solving skills to address complex business challenges	100	3.3500	.59246	High Extent
12	It is important for business education students to be able to think outside the box and generate innovative ideas in their field	100	3.4500	.50000	High Extent
13	Creativity is a crucial skill for business education students to effectively design marketing campaigns and business strategies	100	3.5900	.49431	High Extent
14	Fostering creativity through collaboration projects and brainstorming sessions enhances business education students' skills	100	3.6100	.49021	High Extent
15	Business education students should be trained in creative thinking techniques e.g. design thinking, lateral thinking to improve their decision making and innovation	100	3.6100	.49021	High Extent

In response to research question three, Table 6 shows that the respondents strongly agreed that the extent creativity skills are required by business education students in establishing small scale ventures. The items 11-15 indicate that the respondents to a very high extent stated that there the extent creativity skills are required by business education students in establishing small scale ventures with mean ranging from 3.35 – 3.61. With these results, the above mean score shows that the extent creativity skills are required by business education students in establishing small scale ventures is very high.

Discussion of Findings

The results of analysis of data collected on the basis of all the issues raised have been quite interesting and informative. In the first place on the issues of the extent information and technology is required by business education students in establishing small scale ventures. It shown the respondents to a very high extent agreed that information and technology is required by business education students in establishing small scale ventures. This finding is in consonance with the findings of Ogundele and Ojukuku (2020)

Secondly, on the issue of the extent marketing skills are required by business education students in establishing small scale ventures. The respondents to a very high extent

agreed that marketing skills are required by business education students in establishing small scale ventures. This finding is in consonance with the findings of Ishola and Akinsolu (2017), Ogundele and Ojukuku (2020) and Kotler & Keller, (2022).

Finally, on the issue of the extent creativity skills are required by business education students in establishing small scale ventures. The respondents to a very high extent agreed that creativity skills are required by business education students in establishing small scale ventures. This finding is in consonance with the study of Shane and Venkataraman (2000).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study explored the entrepreneurship competencies required by business education in establishing small scale ventures, with a specific focus on business education students. Hence, three (3) research questions were raised for the study. The study adopted survey research design. The instrument for data collection was a questionnaire; it was built around the research questions by the researcher and validated by the researcher's supervisor in the department of Vocational and Technical Education. Data collected were analyzed using mean mean and standard deviation. The following is a summary of the findings from the empirical analysis of the study:

1. The research found a very high extent to which information and technology is required by business education students, highlighting the need to be proficient in using information technology tools for data analysis.
2. The research revealed that marketing skill is of a very high extent required by business education students, stating how important it is for business education students to develop skills in market research and consumer behavior analysis.
3. The research made it clear that availability of creativity skills help to solve critical

problems to a very high extent by way of making it possible for students to think outside the box and generate innovative ideas.

Conclusion

The findings of this study highlight that entrepreneurship competencies play a crucial role in equipping business education students with the necessary skills to establish and sustain small-scale ventures. The digital revolution has transformed entrepreneurship, making information and technology skills indispensable. As emphasized by Hyams-Ssekasi and Yasin (2021) and Wibowo et al. (2023), proficiency in digital tools, social media marketing, and e-commerce enables entrepreneurs to effectively manage operations, reach wider audiences, and compete in dynamic markets. Business education must integrate digital literacy training to ensure students can leverage technology for business growth.

Similarly, marketing skills are essential for creating brand awareness, attracting customers, and maintaining business sustainability. Scholars like Ishola and Akinsolu (2017) and Ayiku and Grant (2021) highlight the importance of market research, advertising, branding, and customer relationship management in shaping business success. Without strong marketing competencies, small-scale ventures may struggle to remain competitive and profitable. Therefore, business education programs should incorporate

hands-on marketing training to prepare students for real-world entrepreneurial challenges.

Furthermore, creativity skills are critical for business innovation and adaptability. According to Amabile (2018) and Shane and Venkataraman (2000), opportunity recognition, problem-solving, and design thinking enable entrepreneurs to develop unique products and services that meet consumer needs. As businesses face rapid technological and market changes, fostering creativity in entrepreneurship education will help students develop innovative solutions and sustain competitive advantage.

Recommendations

Based on these findings, it is recommended that business education institutions:

1. Integrate digital technology training into the curriculum, including e-commerce, digital marketing, and ICT proficiency.
2. Offer experiential marketing programs where students can practice branding, advertising, and customer engagement strategies.
3. Promote creativity and innovation through entrepreneurship incubators, design thinking courses, and case studies of successful businesses.
4. Encourage interdisciplinary learning, combining business education with courses in technology, psychology, and design to enhance entrepreneurial competencies. By embedding these competencies into business education programs, students will be

better equipped to establish, manage, and scale small-scale ventures successfully. Ultimately, fostering information and technology skills, marketing expertise, and creativity will empower aspiring entrepreneurs to navigate the complexities of the modern business world and drive economic growth through innovative ventures.

Suggestions for Further Studies

While this study has explored key entrepreneurship competencies—information and technology skills, marketing skills, and creativity skills—required by business education students in establishing small-scale ventures, there remain several areas for further research. Future studies can build on this foundation by addressing the following aspects:

1. The Impact of Emerging Technologies on Entrepreneurial Competencies

- With the rise of artificial intelligence (AI), blockchain, and big data analytics, future research could examine how these technologies influence the entrepreneurial skills required by business education students.
- Studies could investigate how integrating AI-driven decision-making, automation, and digital transformation enhances business sustainability for young entrepreneurs.

2. A Comparative Analysis of Entrepreneurship Competencies Across Educational Institutions

- Future research could compare how different universities and business schools

incorporate entrepreneurship competencies into their curricula.

- This could involve evaluating the effectiveness of traditional teaching methods versus experiential learning approaches, such as business simulations and startup incubators.

3. The Role of Soft Skills in Entrepreneurial Success

- While technical competencies such as digital marketing and market research are crucial, soft skills like leadership, negotiation, resilience, and emotional intelligence also play a significant role in entrepreneurship.
- Future studies could explore the extent to which soft skills impact the success of small-scale ventures among business education students.

4. Entrepreneurial Challenges Faced by Business Education Graduates in Small-Scale Ventures

- A study could investigate the barriers business education graduates face when transitioning from academic learning to real-world entrepreneurship.
- This could include challenges related to access to funding, business regulation, competition, and mentorship.

5. The Effectiveness of Entrepreneurship Education in Producing Successful Entrepreneurs

- Future research could assess how well entrepreneurship education programs prepare students for real business environments.
- A longitudinal study could track business education graduates to determine the success rate of their ventures and identify gaps in current entrepreneurship training.

6. Gender and Entrepreneurship Competencies

- Given the increasing focus on gender inclusivity in business, future studies could examine whether male and female business education students develop and apply entrepreneurial competencies differently.
- Research could explore the barriers women entrepreneurs face and how education programs can better support female-led small-scale ventures.

7. The Influence of Cultural and Economic Factors on Entrepreneurship Competency Development

- Different cultural and economic environments may shape the way business education students acquire and utilize entrepreneurial skills.
- A comparative study across different regions or countries could provide insights into how cultural values, economic conditions, and government policies affect entrepreneurship competency development.

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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF BENIN, FACULTY OF EDUCATION
DEPARTMENT OF VOCATIONAL AND TECHNICAL
EDUCATION

ENTREPRENEURSHIP COMPETENCY REQUIRED BY BUSINESS EDUCATION STUDENT IN ESTABLISHING SMALL SCALE VENTURES

Dear respondents

My name is CLIFFORD NICHOLAS I am a final year student of the University of Benin and I am currently carrying out an undergraduate research project titled, **“Entrepreneurship Competency Required by Business Education Student in Establishing Small Scale Ventures”** I hereby solicit your cooperation in honestly filling out this questionnaire. Kindly help to answer the questions; be rest assured that this is purely for academic purpose and all information given in the course of filling this questionnaire will be treated in absolute confidence.

This questionnaire aims to gather insights on the competencies required by business education students for establishing small scale ventures, specifically focusing on information and technology, marketing, and creativity skills.

SECTION A

DEMOGRAPHIC BACKGROUND

SEX : Male () Female ()

Class: VTE () Entrepreneurship ()

Age : less than 20 years () 20 - 25 years () above 25 years ()

SECTION B

INSTRUCTION: Tick (√) any response that corresponds with your opinion.

KEY: Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE),

S/N	ITEM	VHE	HE	LE	VLE
	To what extent is information and technology required by business education students in establishing small scale ventures ?				
1	Business education students need to be proficient in using information technology tools for data analysis.				
2	Business education students should have access to modern information technology for learning and research purposes.				
3	Understanding business software applications (e.g., Excel, CRM systems) is essential for business education students				
4	Business education students should develop skills in digital communication tools (e.g., email, video conferencing, collaboration platforms)				
5	Information technology plays a key role in shaping the future of business education and should be integrated into the curriculum.				

	To what extent are marketing skills required by business education students in establishing small scale ventures?	VHE	HE	LE	VLE
6	Business education students should have a strong understanding of digital marketing strategies (e.g., social media, SEO, content marketing).				
7	It is important for business education students to develop skills in market research and consumer behavior analysis				
8	Business education students should be proficient in using marketing analytics tools to assess campaign performance.				
9	Understanding branding and positioning is a critical skill for business education students pursuing a career in marketing.				
10	Business education students should be trained in both traditional and digital marketing techniques to stay competitive in the industry.				
	To what extent is creativity skill required by business education students in establishing small scale ventures?	VHE	HE	LE	VLE
11	Business education students should develop creative problem-solving skills to address complex business challenges.				
12	It is important for business education students to be able to think outside the box and generate innovative ideas in their field.				
13	Creativity is a crucial skill for business education students to effectively design marketing campaigns and business strategies.				
14	Fostering creativity through collaborative projects and brainstorming sessions enhances business education students' skills.				
15	Business education students should be trained in creative thinking techniques (e.g., design thinking, lateral thinking) to improve their decision-making and				

	innovation?				
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APPENDIX B

Scale: RELIABILITY SCALE

Case Processing Summary

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

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

Reliability Statistics

Cronbach's	
Alpha	N of Items
.698	15