

**THE INFLUENCE OF ENTREPRENEURSHIP SKILLS ACQUIRED BY
BUSINESS EDUCATION STUDENT ON THE ESTABLISHMENT AND
MANAGEMENT OF SMALL SCALE ENTERPRISES**

BY

Esther Isoken ABUDU

EDU1603622

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

JULY, 2021

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

JULY, 2021

APPROVAL

I hereby certify that this work was carried out by Esther Isoken ABUDU in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Edo State in partial fulfillment of the requirement for the award of Bachelor of Science in Business Education.

DR. R.O. OWENVBIUGIE
(Project Supervisor)

DATE

CERTIFICATION

This is to certify that this study was carried out by Esther Isoken ABUDU with matriculation number EDU1603622 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 fulfillment for the award of the degree of Bachelor of Science in Education [B.sc (Ed.)] in Business Education

DR. R. O. OWENVBIUGIE
(Project Supervisor)

MR S. B. ABUSONWAN
(Project coordinator)

DATE

DATE

PROF. E. O. S. IYAMU
(DEAN, Faculty of Education)

DEDICATION

This project is dedicated to the Almighty God, for giving me the strength and for His Mercy, guidance, protection, provisions, my sustainer and source of knowledge and inspiration.

ACKNOWLEDGMENT

My profound gratitude goes to God Almighty, the giver of life, who saw me through my degree program in this great institution.

I also want to acknowledge my project supervisor Dr. O. Owenvbiuigie, for his patient and guidance in bringing out the best in me , for the efforts in guiding, directing and enduring that my project was perfectly completed. Good will continue to shower His mercy, favor and blessings on you and your family.

Also I want to say a big thank you to my course adviser for her love and advice may God's blessings and protection be upon you and your family. Also my sincere appreciation goes to the entire lectures in the department of Vocational and Technical Education, for impacting adequate knowledge, skill and inculcating good morals and attitudes to fit into the society.

My deepest appreciate goes to my parents Mr & Mrs Abudu for your love , care and encouragement. And also to my wonderful Family for training me selflessly during my degree program, for your morals and financial support, my God reward you, Also to my Aunt Mrs Helen I. Omoregbe, Pst Amos Uka, thank you for your support and words of encouragement may God bless and Grant all your heart desires.

To my beloved siblings, Mr Matthew Abudu, Mrs Mabel Theophilus, Mr Eghosa Abudu and his lovely wife Mrs joy Abudu, Mrs Evelyn Churchill, Osas Abudu, Osagie Abudu. Thank you so much for your love and support may God bless and grant your heart desires, I love you all so much .

To my friends and coursemate , Amara, Francisca, David, Precious, Gabriel and wisdom, Victoria, Faith, Isaac, Eddy west, jolly, chika, and Fred, I want to say thank you for your encouragement, advise, love and support . I love you all.

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ABSTRACT

The study was to investigate the impact of the language laboratory on effective teaching and learning of the English language. Four (4) research questions were raised and literature of other researchers were reviewed.

The study adopted the descriptive survey research design, data was collected through the aid of a questionnaire. The questionnaire was structured according to the research questions and distributed to sample population of 63 respondents.

The findings of the study revealed that secondary schools do not have adequate English laboratories for the effective teaching and learning of English language and lack the basic necessities needed for a good English laboratory with no adequate English laboratories for the effective teaching and learning of English language in secondary schools. Schools with adequate English laboratories are more effective in the teaching and learning of English language although many schools have limited facilities for a good English laboratory and so need to be upgraded to meet with international standards. It was however recommended that government should ensure that adequate funds is released to public secondary schools for the building of language laboratories needed for the teaching of student; government and schools should ensure that qualified and competent teachers are employed for the teaching of Oral English in secondary schools in Ikpoba Okgha LGA; and that school management should ensure that language laboratories are adequately utilized for the correction of other tongue interference in secondary schools in Benin City.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education has been an important aspect of human life throughout the history of humanity. It is one of the most fundamental instruments that can be used to bring about change in an individual and the society at large. Education is the cornerstone of economic and social development (Nwagwu, 2003). It helps to reduce poverty, with mitigating effects on population, health and nutrition. It also increases the value and efficiency of the labour offered by the workers. As technology advances, new methods of production depend on well trained and intellectually flexible labour force and this transforms economics.

It is generally considered that problem of unemployment can be hardly resolved unless the youths are trained and are involved in business oriented vocations. In the contest, the government of Nigeria has tried to lay special emphasis on business education and business. This is because business promises better employment to the youths who currently constitute the bulk of the unemployed through existing and new Small and Medium Scale Enterprises.

Small and medium-sized enterprises (SMEs) are vital to achieving decent and productive employment as they globally account for two-thirds of all jobs and also create

the majority of new jobs (International Labour Organization 2004). Small and Medium sized Enterprises (SMEs) occupy an important position in the economic development of any country, for example the case of Nigeria's commodity market. SMEs hold immense potential for generating employment opportunities, development of indigenous technology, diversification of the economy and forward-integration with established sectors such as banking, telecommunication, oil and gas among others. By definition, Small and Medium sized businesses (SMEs) are seen as the businesses with small number of employees, small investment capitals, and small annual business turn-over (Abbakin 2015). Basically, there are great economic importance this sector can contribute to the national building; the options employed to survive by thriving SMEs which include creativity and innovative in product packaging, use of trained employees, political patronage and relationship, creative financing (especially from NGOs), quality product, good location, good and adequate record keeping and accounts, planning, committed response to stakeholders, understanding of market and response flexibility, as well as personal commitment (Nwoye, 2004). This can only be made possible through the training of young adults in the universities. The university is a tertiary institution with plethora of undergraduate programmes or study course in the various faculties and departments. For example faculty of management sciences has the following departments; department of accounting, banking and finance, human resource management, entrepreneurship, business administration and so on.

Business education is a course available in Nigerian Universities and Tertiary Institutions around the world. Business education involves teaching students the fundamentals, theories, and processes of business. Udo (2008) defined Business administration as a comprehensive activity-based educational programme that is concerned with the acquisition of management skills, understandings, attitudes, work habits and competencies that are requisite to becoming employable and starting a business. More so, the aim of the programme is geared towards training students in topics relevant to the business world such as accounting and marketing. However, in the 21st century, it also involves training students in the softer skills such as leadership. With the increase of globalization, most companies now face competition from around the world and not just from other businesses in their own communities. In support of this, the National Educational Policy document (2013) states that the Nation's educational activity should be centered on the students in order for them to acquire maximum skills acquisition for self-development and fulfilment in the labour market.

Unfortunately, the level of preparedness among graduate students compared with the demands of the labour market and technological advancement, seem nothing to boast about. This explains why most employers of labour in this nation and abroad consider the products of Nigeria universities as half-baked and unusable without further training (Ekpenyong, 1998). As a result of this, many graduates are found all over the nation without gainful public employment. It is against this backdrop that this study is embarked

upon by the researcher to explore the relationship between undergraduate programmes and employers' expectations.

Statement of the Problem

The successful management of any business enterprise requires the possession of key business skills, such as, marketing skills, organizational skills, ICT/computer skills, managerial skills. The critical issue here is, whether university outputs are employable or have the skills to manage small and medium enterprises?

The relevance of entrepreneurship skills in the management of small and medium scale enterprises cannot be overemphasized as they are needed for increasing the productivity and efficiency of such business, as well as for growth and expansion of these enterprises. For quite some time now, it has been observed that most graduates seem not to have acquired adequate skills that will enable them become gainfully employed upon graduation as in most cases employers view the skills university output have acquired, appear to be considered inadequate or mismatch in the world of work today. In other words, there happens to be a question mark on the level of effectiveness of undergraduate programmes in Nigeria universities. Therefore, the researcher wishes to evaluate the undergraduate programmes and also determine the relationship between undergraduate programmes and employers' expectations..

Research Questions

The following Research questions were raised to guide the study:

1. Do Business Education Students possess managerial skills that would enable them embark on SMEs upon graduation?
2. Do Business Education Students possess computer skills that would enable them embark on SMEs upon graduation?
3. Do Business Education Students possess marketing skills that would enable them embark on SMEs upon graduation?
4. Do Business Education Students possess organizational skills that would enable them embark on SMEs upon graduation?

Purpose of the Study

The main purpose of the study is to investigate the influence of entrepreneurship skills acquired by business education students on the establishment and management of small scale enterprises in Edo State. Specifically, the study seeks to determine:

1. The extent to which business education students possess managerial skills that would enable them embark on SMEs upon graduation.
2. The extent to which business education students possess computer/ICT skills that would enable them embark on SMEs upon graduation.

3. The extent to which business education students possess marketing skills that would enable them embark on SMEs upon graduation.
4. The extent to which business education students possess organizational skills that would enable them embark on SMEs upon graduation

Significance of the Study

The findings of this study may likely contribute to a body of knowledge in the area of entrepreneurship skills acquired by business education students on the establishment and management of small scale enterprises in Edo State. Therefore it will be of immense importance to students, educational planners, government, and teachers.

The findings of the study would be of benefit to students, as it highlights the relevance of studying business education in today's business world as the students through the studying of business education are equipped with the needed entrepreneurial skills needed by employers of labour. This would make the students upon realization of the subjects' importance would make the students take the subject seriously.

The findings of the study will be of benefit to educational planners and administrators as it highlights the need to include entrepreneurship in the school curriculum/business study curriculum in order to create awareness among the students. And also promote entrepreneurial skills acquisition among students, this can be achieved by organizing seminars and symposia on the need to acquire entrepreneurial skills.

It will be of benefit to the various level of government as the findings of the study will assist the various levels of government in the area of planning, policy formulation, and provision of adequate infrastructure for programme implementation having highlighted the role the programme play in getting students skilled up. This would further enhance the realization of the goals of business education as entrenched in the National Policy of Education (2013).

The study would also be of benefit to teachers, as study through its findings highlights the attitude of students towards the course of study. This will equip teachers with the needed information and motivation to engage in more research work of how to arouse students' interest towards entrepreneurial skill acquisition. This will help to produce students who would become entrepreneurs. This can be done through school extra-curricular activities or business studies or vocational studies practical or workshop training.

Scope and Delimitation of the Study

This study was essentially designed to find out the influence of entrepreneurship skills acquired by business education students on the establishment and management of small scale enterprises in Edo State. The aspects of entrepreneurship skills investigated include marketing skills, organizational skills, ICT skills, and managerial skills. The study will also assess male and female business education students in 300L and 400L in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Edo State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature was carried out under the following sub-headings:

- Theoretical Framework
- Concept of business education.
- Concept of small and medium scale enterprise
- Concept of entrepreneurship skills
- Organizational Skills and the Establishment and Management of Small Scale Enterprises
- Word Processing entrepreneurship Skills the Establishment and Management of Small Scale Enterprises
- Managerial Skills and the Establishment and Management of Small Scale Enterprises
- Computer Skills Needed and the Establishment and Management of Small Scale Enterprises
- Marketing Skills and the Establishment and Management of Small Scale Enterprises
- Review of related empirical studies
- Summary of review of related literature

Theoretical Framework

This work is based on the theory of Entrepreneurial Event Forma; propounded by Shapero and Sokol (1982). He looked at life path changes and their impact on the

individual's ratings of desirability and ratings of feasibility related to new venture management. The model assumes that a critical life change which is termed displacement precipitate a change in entrepreneurial operations and management and subsequent behavior. In this case there could be negative displacement in the form of loss of job, divorce, organizational changes, and job dissatisfaction among others which can influence the ratings of skills needed for the management of such business venture. We can also have positive displacement in the form of financial support, offer from would-be customer, offer of partnership by a friend, a colleague, a customer etc. This can also influence the intention to become self-employed and new venture formation. According to Shapero and Sokol (1982) the entrepreneurial event that is the idea of setting up one's own business or been self-employed as a result of the entrepreneurial skills possessed is a product of an individual's ratings of business skills. In other words, an individual needs to rate highly the business skills needed for the management of small and medium scale enterprises before he venture into enterprise or activities could be realizable. It follows that the goal of business education would be to develop in students, a positive attitude towards business. To support the above McMullen and Shepherd (2006) stated that belief in the ability to pursue entrepreneurial action is a function of the ratings of business skills by an individual. In a simple term, the idea to manage effectively the operations of small and medium scale enterprises is a function of the ratings of entrepreneurial skills acquired by the students.

Shapero and Sokol (1982) made a point that both the ratings of business skills and effective management of small and medium scale enterprises necessarily interact. That is, if an individuals' ratings of business skills as required is high, they may conclude it as required and vice versa. It is therefore possible that students' ratings of business skills may be positively impacted by participation in business education programmes and entrepreneurial skills acquired however in the absence of ratings of feasibility and or the ability to acquire necessary resources management of small and medium scale enterprises may not eventuate. Conversely too, students' ratings of business skills may be positively impacted by participation in business education programmes and also entrepreneurial skills acquired would facilitate the management of small and medium scale enterprises

Concept of Business Education

Osuala (1981) posited business education as a programme of instruction which consists of two parts -office education; a vocational education programme for office careers and general business education; a programme which provides students with information and competencies needed by all managing, personal business affairs, and using the services of the business world. Lomax (1964) refers to business education as that field of education which deals with business experience both for specialized occupational uses and for general use. The National Committee of Education in United State (1963) defined business education as "that part of educational process which concerns itself with vocational preparation for a career in teaching business and also with

business information important for every citizen and consumer in order that he may better understand and use his business and economic surroundings. Anao (1986) assert that business education produces manpower that possesses the requisite knowledge, skills and attitude for harnessing other resources and bringing them into cooperative relationship to yield the goods and services demanded by the society for the satisfaction of their wants and needs. Anyaduba (1986) defined business education as education for and about business.

The National Policy on Education (1981) revised (2002) did not attempt any definition of business education for obvious reasons. In the first place, business education is considered as aspects of technical education; hence, the definition of technical education in the policy also applies to business education. According to the policy technical and vocational education is used as a comprehensive term referring to those aspects of the educational processes involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Furthermore, Azuka (2000) sees business education as a programme of studies, which aims at creating awareness in business occupations, preparing youths for work in business occupation, preparing people to become better citizens and consumers of goods and services, and preparing business teachers. From the foregoing, business education

therefore prepared youth for vocation and also furnishes them with relevant information concerning their lives both as citizens and as individuals. In the first instance, it develops in them skills, attitudes and ability that are relevant to securing jobs in the business world. Secondly, it gives them insight into general business information that will make them efficient and rational purchasers and consumers of business products. Implicit in these definitions are the facts that business education is not necessarily restrictive. The principles and techniques of business education are needed by all in all walks of life for use both for vocational and non-vocational reasons. Business education can therefore be departmentalized into general business education (education about business) and vocational business education, (education for business).

The general business education is an aspect of the business education program, which prepares the citizenry for basic or general knowledge about business activities. There is need for such knowledge because consumers need it in order that they may select wisely from the vast quantities of goods and services available. Consider the massive enlightenment by NAFDAC on drugs intake. Many people have become knowledgeable and conscious of the kinds of drugs they take and for the most important being conscious of the expiring dates. There is also an increase in investment in securities in the recent time resulting from indigenization policy of 1973 and recapitalization in the banking and insurance industries. In order to make these reforms successful and to make Nigerians participate actively, they need to acquire enough business knowledge to guide them.

General or basic business knowledge is made accessible to all citizens in the society to make them better consumers of goods and services.

Commenting further on the general business education Osuala (2004) noted that the complexities of modern societies demand a type of education that can equip the individual in the society with knowledge that can make him highly functional in the society. He further stated that the colonial systems of education in Nigeria had either or no regard for general business knowledge of citizenry. General business is fundamentally education for the development of the economic understanding and as such general business knowledge is very essential for every Nigeria citizen.

Secondly, vocational business education is a more specialized aspect of business education aimed at preparing youths for jobs in bookkeeping and accounting occupations; office occupation, general and clerical occupations and marketing occupations. Vocational business education is therefore designed to develop special competencies in marketable business skills and techniques (Roberts 1957).

Objectives of the Business Education

The philosophy and general objectives of Nigerian teacher education form the basis for the aims and objectives of Business Education Programme. For instance, the National Commission for Colleges of Education (NCCE) 1990, Revised (2002) minimum Standards states that the philosophy of business education is to make business educator

understand the concepts and philosophy of the National Policy on Education as it relates to business education and the importance of business education in national development.

Based on this philosophy, the objectives of Business Teacher Education at the level are to:

- a) Produce well qualified and competent graduates in business education who will be able to teach business subjects in our junior secondary school. The business subjects are Commerce, Bookkeeping, Office Practice, Shorthand and Typewriting, (integrated as business studies.)
- b) Produce business teachers who will be able to inculcate the vocational aspects of business education into the society.
- c) Produce business teachers who will start the much desired revolution of vocational development right from the primary and secondary schools.
- d) Produce students in business education with necessary competencies so as to qualify them, for post degree programme in business education.
- e) To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Areas of Business Education

Given the above objectives, the business education programme at this level prepares its graduates for three manifold areas as teachers, to teach the business subjects - commerce, bookkeeping, office practice, shorthand and typewriting at the junior secondary school; secondly, as office employees either in the private or public sectors of

the economy and thirdly to be self employed. Nzerem (1990) noted that the skills acquired in any area of business education are office education, distributive education and accounting education. Specifically the business education programme has the following areas which form the areas of specialization.

- Accounting education: which aims to train accounting officers, accounts clerks etc.
- Marketing or distributive education: which aim to train marketing executives, sales executives, sales officers, general office clerks etc.
- Office education: trains secretaries, stenographers, typists, shorthand typist, clerical officers, reprographers etc.

The programmes of colleges of education in the nation are regulated by National Commission for Colleges of Education (NCCE) which was established by an Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the "laying down of standards (minimum standards) for all programmes of Teachers Education, accreditation of certificates and academic awards", and approved guidelines for accreditation. The origin of the minimum standards in Nigeria dates back to the period the establishment of the NCCE when various Universities, through their instruments of affiliation, catered for the academic standards and certification needs of Colleges of Education. Though the Universities carried out the assignments commendably through their Institutes and Faculties of

Education, there was no parity in standards and practices. Consequently, Universities had more confidence in products of their affiliate Colleges of Education and reflected same in their admission policies. For example, it was common to find Universities admitting NCE graduates from their affiliate colleges for a two-year degree programme, while providing a three-year programme for products of the same NCE programme affiliated to other sisters universities. According to the minimum standards (NCCE 2002) the philosophy of the NCE Business Education, is to make the business educators understand the concept and philosophy of the National Policy on Education as regards Business Education in national development. Specifically, it has five objectives to fulfill as;

- a) Produce well qualified and competent NCE graduates in business education who will be able to teach business subjects in our junior secondary schools. The business subjects are Commerce, Bookkeeping, Office Practice, Shorthand and Typewriting, (integrated as business studies.)
- b) Produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society.
- c) Produce NCE business teachers who will start the much desired revolution of vocational development right from the primary and secondary schools.
- d) Produce students in business education with necessary competencies so as to qualify them, for post NCE degree programme in business education.

- e) To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Concepts of Small Enterprises

A review of the literature on Small scale Enterprises (SEs) shows that across the world different criteria are used in classifying enterprises as small and medium. Some criteria include numbers of employees, total net assets, turn-over and investment levels; however, the primary determinant is usually the number of employees.

Small and medium scale enterprises are facilitators for broad-based growth in competition, entrepreneurship and offer economic wide benefits such as innovation, aggregate productivity growth and job creation and increased financial income. (Tasarfa, Ferede, Kebede, & Behailu, 2016). Some of the worlds largest economies, such as those of the United States and China are driven by SMEs. According to the National Bureau of Statistics of China (NBSC, 2013), SMEs provide around 80% of urban employment, and also contribute 50% of urban tax revenue and account for 60% of GDP in China. The United State Census Bureau (USCB, 2014) reported that SME businesses with less than 20 workers accounted for 97.9% of all firms in the U.S. Also, the Capital Market Authority 2010 stated that Small and medium scale enterprise form about 99% of all enterprises in the world (Fjose, Grunfeld & Green, 2010).

There is no one generally accepted definition of SMEs. Thus the definitions in use depend on the purpose that those definitions are required to serve and the policies which govern the SMEs sector of the economy. (Yusuf, 2015). However, there are three principal parameters which are generally applied by most countries, either singly or in combination, these are: amount of capital investment, number of workers employed and volume of turnover of business. (Egbon, 2004). For instance, in Nigeria, the Small and Medium Scale Investment Scheme (SMEIES, 2006) classified SMEs as those enterprises that have a total capital not less than 1.5million naira, but not exceeding 200,000 million naira, but excluding cost of land, with an employment strength of not below 10 and not above three hundred.

Nature and Characteristics of Small Enterprises in Nigeria

Small Enterprises cover a variety of enterprises. It encompasses sole proprietorship or entrepreneurship, family businesses and partnerships, cooperative and may be incorporated or unincorporated. The term also includes such professionals as Accountants, Lawyers, Doctors, Engineers, and Architects, who are self-employed. Others are repairmen and roadside auto- servicemen known generally as "roadside mechanics" in Nigeria. In SEs, the position of individuals matter a lot as they are supposed to be generalist (Drew, 2003) in performing their functions. Most SMEs personnel are either in key managerial positions or are classified in a unit or function that

performs a certain task or numerous tasks. Most SEs are run by a manager/leader who is usually the owner of the organisation (Demirbas, Hussain, & Matlay, 2011).

SMEs cover the entire range of economic activity sectors in Nigeria. There are a number of challenges that currently stifle SEs in the country and some of these challenges are consistent across the varying types of SEs. These include low market access, poor access to credit, poor information discriminatory legislation, poor access to land, weak linkage among different segments of the operations in the sector, weak operating capacities in terms of skills, technology, knowledge and attitudes, as well as lack of infrastructure. There are also weak safeguards against occupational health and environmental hazards.

However, each of the three categories of SEs has its own peculiar characteristics and problems, requiring targeted policies to address the

Small Enterprises

Small enterprises (with employment from 10-49 persons) cover much the same spectrum of enterprise types but are concentrated in the more modern, more sophisticated end. The 2013 National SMEs Survey put the number of small enterprises in Nigeria at 68,168. While most of them are sole proprietorship significant number are incorporated businesses. This segment has a large reservoir of educated manpower and technical skills, as well as relatively improved access to the banks. They employ approximately 1.86

million people according to the 2013 collaborative survey. According to the EBS 2012, 89% of formal small enterprises plan to invest whereas only 19% of informal small businesses plan to invest. It has the highest potential for growth through nurturing, capacity building and support. Organizationally, they are well represented by professional and associations.

Medium Enterprises

Medium enterprises are the formal face of Nigerian enterprises employing between 50 and 199 persons. The 2013 National SMEs Survey put the number of medium enterprises in Nigeria at 4,670. Concentrated in a few sectors, notably manufacturing, transportation, information and communication technology, agro & agro-allied and oil & gas, they are fairly well organised and well connected. They have fairly good access to government and the financial system. Few in number and restricted in scope, they represent the popular "Missing Middle" of Nigeria's private enterprise system.

Challenges Affecting Survival and Success of SMEs in Nigeria

The SMEs play an important role in national economy and provide the majority of job opportunities, the survival of SMEs is not optimistic around the world. According to previous researches, 68% of all SMEs in the United States in their exit from business within 5 years, only 19% survived from 6 to 10 years, and merely 13% survived for more than 10 years (Lv, 2000). In Europe, only SMEs survived for more than 3 years, and 50%

survived for more than 5 years (Abdesselam et al., 2004). Thus, the research on the determinants of survival should shed light on explanations of this phenomenon.

In Nigeria event, report shows that 85% out of 100% of established SEs did not survive beyond five years of enterprise (Aremu & Adeyemi. 2011; Ariyo, 2008 Basil, 2005; Ogujuiba, Ohuche, & Adenuga, 2004). As in many countries in the world, SEs in Nigeria have not achieved their full potential as a result of some critical inhibiting factors. Many factors could be responsible for success of a business, but the greatest determinant of a business success could be the entrepreneur himself/herself with his/her own strength ascertained coupled with the ability to build a winning team having complementary skills and talents to take care of his/her own weaknesses. This view is supported by the assertion of Owoseni and Akanbi (2010) that success of entrepreneurship largely dependent on individual and or situational variables. Nigerian National Policy on SEEs listed the factors, which can be classified into internal and external, include among others:

Internal

1. Aversion to joint ownership
2. Family ties, i.e. bringing family into business.
3. Financial mismanagement
4. Lack of basic business capacity (knowledge, skills & attitude)
5. Non-recruitment of qualified personnel

6. Lack of perseverance and staying power when the business is going through tough times.
7. Poor record keeping especially accounting books
8. Lack of standardization of products
9. Being the all-in-all, i.e. managing director, accountant, cashier, admin. Manager, etc.
10. Low, capacity to invest in R&D, ICT & E-commerce
11. Inadequate linkage to local & international supply chains
12. Limited access to markets.
13. Lack of exit/Succession plan.
14. Declining business etiquette & disregard for contract sanctities.
15. Lack of suitable training and leadership development (Basil, 2005).
16. Manager Characteristics: i.e lack of management attention to strategic issues such as human resources management (Anga, 2014).
17. Level of education: Research studies have found that one of the criteria for successful SEs is the level of education (Thong, 1999; Sarosa & Zowghi, 2003). Most SE owner managers, especially in developing countries, are unable to communicate in international languages that give success to global markets.

18. Socio-cultural issues: Culture is another important factor that explains cross-country differences in SE development as entrepreneurs' decision-making is influenced by their cultural backgrounds.

External

1. Poor state of infrastructure
2. Weak access to production inputs (such as finance, workspace) & product markets etc.
3. Multiplicity of Taxes and levies plus red tape
4. Low access to information

Concept of Entrepreneurial Skills

An organisation is a place of work. It is defined as a place where business is carried on. One would want to ask what kind of business? The offices, shops and railway premises act (1963) defined an organisation as a building or a part of a building the sole or principal use of which is an office or for office purposes. Michael (1987) stated that an organisation is primarily an information processing centre, linking all the various sections within an organization together and linking outside world to the organization. Similarly, the office can be described as any place where clerical work is normally carried on i.e. processing information from the point of receiving to the point of dissemination. While Shaw (1978) defined an organisation as any place where procedures concerned with the receipt, transmittal, production, reproduction, processing, storage and retrieval of

information are carried out. It is the nerve center of any organisation where actions are initiated, inflow of information to the organisation and outflow passes through the office; hence even road construction companies still set aside a building called office whereas their major activities are always on the road site where they are running contracts. Among the personnel required in an organisation is a business education graduate, which is primarily responsible for the typing of the documents in the office in addition to other office routine.

The concept of skills has been explained by many authors. Hornby (1992) defined skill as the dexterity in doing things or in performance or in application to practical purpose, an ingenuity, wisdom and knowledge in carrying out a function. Osuala (1995) referred to skill as an activity that requires controlled physical movements to be made under the guidance of the mind, which receives its stimulus through sensory input. Therefore skill is acquired attitudes and behaviours after an exposure to theories and practices in the field of study. Skill is the ability to do something with a degree of proficiency resulting from certain behaviour pattern in respect to smoothness, speed and accuracy. Okorie and Ezeji (1998) explained that possession of skill is to demonstrate the habit of acting, thinking or behaving in a specific activity which has become so natural to the individual through repetition or practice such that it becomes automatic. The Webster Encyclopedic Dictionary (1994) defined skill as the ability coming from ones knowledge, practice, and aptitude etc. to do something well. Central among these definitions is the

idea that skill could be regarded as ability, which is an outcome of learning and practice to the point of perfection, which could be applied subsequently by the learner. The result is accuracy in carrying out a task through organized learning and repetitive practice. Acquisition of skills exposes the learner to the specific skills or relevant activities embodying the skills.

Okorie (1998) stated that skills are required when procedural instructions are matched with performance activities. Repetition is the watchword. For skills to be acquired and developed there must be opportunity for participation and practice of such skills under real life condition. To acquire and develop skills, Okorie and Ezeji (1998) further stated that 3 factors are involved namely imitation, repetition and participation. Similarly, Haustori (1970) listed among others processes of skill acquisition - (a) observation — students watch the skill operation performed by the teacher in real life to enable them form concept. Observation is invaluable in the development of skills; (b) imitation - students follow example of what the teacher has done through demonstration and learning by doing; (c) manipulation - this means to operate, handle for example the act of receiving or attending to visitors and clients. This is demonstration practices; (d) performing -- carry out the activities taught and would be guided on what to do; (e) perfecting - this is the highest form of skill acquisition process. After much practices, the students become conversant with the demands and tasks of the operation. They become expert and saleable.

Olaitan (1994) opined that instructions are not completed until students have used the abilities and skills being taught. Okorie (1998) stated that if education is preparation for life and if practically everyone's life and opportunities for self expression and fulfillment include work and skills possessed, then only the successfully employable are successfully educated and skilled. Thus acquisition and development of entrepreneurial skills would help the learner among others to cultivate a right attitude to work, have a good sense of duty and respect for the dignity of labour, be self-sufficient and self-reliant, that is. prepare the learner to be worthwhile business owner, acquire saleable skills, prepare the learners to be effective employees in the business world. A skill is a learnt response in actions, words or deeds to objects, situations and issues.

Organizational Skills and the Establishment and Management of Small Scale Enterprises

The importance of Interpersonal/human relation in any work environment cannot be over emphasized; as such work place environment is a collection of different kinds of people who interact on daily basis. These groups of people include the employers, employees, visitors, contractors etc. How a staff is perceived by the employer and co-workers and even visitors to the office plays a large role as minor as your day to day happiness at the office and as major as the future of your career. No matter how hard you work or how many brilliant ideas you may have, if you can't connect with the people who work around you, your personal life will suffer. The secretarial staff personal appearance

is very important. She must put on a friendly smile, tidy, smartly dressed, well manicured, and polished with light fragrance. She must be dependable; exercise good judgment, no gossiping, knows how to tactfully and respectfully dismiss callers who the boss does not want to see. The views of Adeniran (1996) and Onasanya (1990) do not differ in the appearance of a business education student and good character traits. She must be smartly dressed as her personal appearance makes a favorable impression upon her employer, her associates, clients and office workers. She maintains good health, feed well, and look good with carriage of self - esteem and good comportment. They emphasized that physical appearance is very important, facial expressions, gestures, hesitations and eye contact. Every individual has several selves such as the self esteem, the arrogant self, the modest self, the lazy self, the gentle and meek self, irritable self and so on. The business education student should display the modest self with self-confidence. They noted that from time immemorial, a woman much more than a man has been judged by her personal appearance, which must be pleasing. Oyemode (1993) agreed with the authors that a business education student needs to be skilled, intelligent, honest, smart and fluent in communication.

Ogbechie (1991) expressed concern that there is a gap between students' actual performance and the performance required to succeed in occupations of their choice. He stated that the area which is lacking is students' willingness to perform on the job and his inability to get along with fellow men both at work and in his every day life. The inability

to get along with other people as a result of tension or conflict in the office between co-workers/ superiors is expensive because it cuts down on productivity and adds to operating costs. The inability to interact with clients can make the organisation loose business amounting to millions of naira. He opined that any deficiency in technical skills can be remedied but an employee who lacks affective work skills and sensitivity is a liability rather than asset to the organisation. Nwosu (1998) stated that an ideal business education student needs to have among others certain character and personal traits dependability, loyalty, vigor, initiative, courtesy, judgment, honesty, resourcefulness, adaptability, tact and common sense. Fasusi (1991) maintained that the business education student's role is both technical and psycho-social in nature and that the psycho-social skill has assumed significant height in recent times. The technical can be learnt in school while the psycho-social skills are acquired from working experience and innate abilities. For example a girl who is an introvert and does not like meeting people would not be a successful sales girl or public relations officer. Also if a girl is inhuman or does not have feelings for people or has no milk of kindness in her. She would not be a good nurse - no matter the technical training. These psycho skills are affective work skills, which would help the business education student, function efficiently and effectively. She believed the duties might extend beyond the office to the homes, families and friends of the boss. For example, sending Christmas, birthday, invitation and anniversary cards to family members, friends, colleagues and acquaintances. The entrepreneurial staff needs to keep the list of names, addresses and dates of such persons to constantly remind the

boss. Choosing, buying and wrapping presents for these people, arranging social gatherings, cocktails, send-forth and dinner. Fasusi (1991) emphasized that the most distinctive element of a business education student is the attitude. She suggested that business education students' trainers need to develop psychological modules of affective work skills, which will help the secretaries for job success. Jaffe (1991) strongly emphasized that the business education students needs to have a good sense of humor, which makes things happen positively in the office. He further stated that the people with sense of humor embrace new ideas, and they can cope with the stress of work - which results in productivity.

In view of the above, Onoyovwi (2006) proposed the following 10 tips to improve interpersonal/human relation skills in the organisation.

- 1) **Smile.** Few people want to be around someone who is always down. Do your best to be friendly with your coworkers. Maintain a positive, cheerful attitude about work and about life. Smile often. The positive energy you radiate will draw others to you.
- 2) **Be appreciative.** Find one positive thing about the people you work with and let them hear it. Be generous with praise and kind words of encouragement. Say thank you when someone helps you. Make colleagues feel welcome when they call or stop by your office. If you let others know that they are appreciated, they'll want to give you their best.

- 3) **Pay attention to others.** Observe what's going on in other people's lives. Acknowledge their successes, and express concern and sympathy for difficult situations such as an illness. Make eye contact and address people by their first names. Ask others for their opinions.
- 4) **Practice active listening.** To actively listen is to demonstrate that you intend to hear and understand another's point of view. It means restating, in your own words, what the other person has said. In this way, you know that you understood their meaning and they know that your responses are more than lip service. Your coworkers will appreciate knowing that you really do listen to what they have to say.
- 5) **Bring people together.** Create an environment that encourages others to work together. Treat everyone equally, and don't play favorites. Avoid talking about others behind their backs. Follow up on other people's suggestions or requests. When you make a statement or announcement, check to see that you have been understood. If your coworkers see you as someone solid and fair, they will grow to trust you.
- 6) **Resolve conflicts.** Take a step beyond simply bringing people together, and become someone who resolves conflicts when they arise. Learn how to be an effective mediator. If co-workers bicker over personal or professional disagreements, arrange to sit down with both parties and help sort out their

differences. By taking on such leadership role, you will garner respect and admiration from those around you.

- 7) **Communicate clearly.** Pay close attention to both what you say and how you say it. A clear and effective communicator avoids misunderstanding with coworkers, colleagues, and associates. Verbal eloquence projects an image of intelligence and maturity, no matter what your age.
- 8) **Humour them.** Don't be afraid to be funny or clever. Most people are drawn to a person that can make them laugh. Use your sense of humor as an effective tool to lower barriers and gain people's affection.
- 9) **See it from their side.** Empathy means being able also to put yourself in someone else's shoes and understand how they feel. Try to view situations and responses from another person's perspective. This can be accomplished through staying in touch with your own emotions; those who are cut off from their own feelings are often unable to empathize with others.
- 10) **Don't complain.** There is nothing worse than a chronic complainer. If you must complain try to limit in the office.

Other organizational skills needed by business education students include:

- a) **Book keeping/Accounting office work skills**

In every business establishment, be it government offices, parastatals, private companies, banks and other financial institutions, the importance of accounting work cannot be over emphasized. Accounting education is viewed as an area of study needed to equip the youths with knowledge, skills and attitudes necessary for efficient financial calculation required for occupational competence and economic self-reliance. Many scholars have recognized the contributions of all aspects of business education to the economic development of any nation. Anao (1986) noted that there is a positive and significant relationship between the level of education and the state of national development. The focus of education specifically business education, is the social and economic welfare of the individual and the society at large. Nolan et al (1967) commenting on the personal use of accounting information stressed that the keeping of proper financial records serves as an important guide to the financial planning and welfare of an individual or organization. Accounting education, like any other aspects of business education furnishes the individual with the abilities to establish their businesses or seek employment in organizations.

The American Institute of Certified and Public Accountants (1961) defines accounting as the "art of recording, classifying in a significant manner and in terms of money, transactions and events which are, in part at least, of financial character and interpreting the results thereof. This definition portrays the role of accounting activities in the operation of business enterprises. The activities of the business or organization are

represented in monetary terms. Every organization needs money to function in order to make more money. This role entails recording, classifying and summarizing the enterprise monetary transactions and interpreting the results for both the internal and external end users of such information. Accounting can also be defined broadly as the process of identifying, measuring and communicating financial information to permit informed judgments and decisions by users of the information. American Accounting Association (1996) also defined accounting as the process of identifying, measuring, and communicating the economic information to permit informal judgement and decisions by users of such information.

Users of accounting information are: the management of the organization -the information helps in planning, coordinating and control, performance evaluation, credit dealings, determination of profit or loss and determination of tax liabilities; creditors of the business are also interested in the accounting information as it helps them determine the liquidity position of the business, the determination of profit of the business - the viability of the business; shareholders and investors are also interested in the accounting information of the business as it helps in determining security of investment, determination of profit, dividend policy, and performance measurement; similarly, the employees are also interested in the accounting information in determining their job security, provision of social safety and welfare measures and finally, the government is also interested in the accounting information in determining the tax liability of the

business, measure the effect of government policies on business and measure of compliance with regulations.

Commenting on the uses of bookkeeping/accounting information Douglas et al (1962) emphasized that it helps:

- To develop the ability and desire to keep records for both the organization and for personal use.
- To develop the ability to interpret and analyse business papers and records in the capacity of a customers

At the NCE level secretarial courses and accounting courses are taken as compulsory courses in 100 and 200 levels hence business educationl graduate has basic knowledge of bookkeeping and accounting while an accounting graduate also possesses some basic knowledge of secretarial knowledge.

Word Processing entrepreneurship Skills the Establishment and Management of Small Scale Enterprises

Word Processing is the handling of alphabetical and alphanumeric information electronically. According to Kantos (1981), the term was coined to emphasize the manipulation of certain types of data, characters combined to form words, sentences, paragraphs, memos, letters and reports. A word processing system comprises equipment, procedures, and people whereby thought and ideas are expressed and distributed in hard

copy (paper) and/or soft copy (CRT screen) form. The equipment itself (the word processor) consists of a keyboard, an electronic memory, a display screen and a printer. Text is typed on the keyboard, but instead of being printed, it is entered into the machine's electronic memory. The secretary/typist can see the material on the screen and check it as she types it in. She can also use the keyboard to display the text on the screen and to enter corrections and amendments. Once the document is entered and corrected, it can be printed out on the printer. Text can be held in the machine's memory and printed out later with or without amendments.

Azuka (1997) lists word processing functions as standard editing functions (insert, delete, amend) text enhancement (centering, bold, fonts) block operations (copy, re-copy, move, deletion) text manipulation (search and replace, arithmetical functions, word counts, auto-referencing) text formatting (tabs, margin, arithmetic tabs), graphics (diagram, photograph, desk-top publishing and mail merged (keyboarding, file). Speaking on the importance of Word Processing/Modern office machines, Nwogwugwu (2002) noted that many years ago, the need for modern office machines, and equipment did not arise. This was mainly because, the secretaries then could make do with the manual typewriters, manually operated photocopying and duplicating machines and other office equipment operated manually to do their work irrespective of the length of time and energy they exert in doing so, especially if they are engaged in narrow and non-competitive business. The inaccuracies, inefficiencies and non-standardization of these

machines notwithstanding, once these traditional business education graduates were able to take down dictation in shorthand and transcribe same on the manual typewriter, they would be satisfied that they have done their work.

But now, the role of the business education graduates in today's enterprises has risen beyond the traditional role of taking dictation in shorthand and transcribing on the typewriter. According to Marshall (1988), the business education graduates' possesses mastery of entrepreneurship skills and ability to assume responsibility the business education student displays initiative, exercise judgment and makes decisions in today's enterprise. The entrepreneurial profession has become more vast and highly demanding than it use to be in the past, hence the need to change from the use of archaic and slow manual office equipment and machines to highly sophisticated ones which include information technology resources and internet development and enhance their productivity and efficiency in the office. There are new ways of doing entrepreneurial work, which would become too cumbersome without the use of these modern machines.

As new business and job opportunities are generated every day, there is the need for business education graduates to match the new challenges by acquiring new skills and competencies for the operation of these new technologies. Business education graduates who are not well equipped in terms of new skills and competencies, knowledge and abilities required for today and tomorrow's world of work are sure to be embarrassed as their inadequate skills will render them redundant or even throw them out of job.

In a society that is in a state of technological flux such as ours, it is compelling to monitor from time to time skills that employers of labour want so as to achieve maximum productivity. To achieve this, every work or production process requires specialized skills and competencies. Entrepreneurial skills are those abilities that enable the business education student perform office duties most effectively. In a dynamic society such as ours, things change fast. Techniques and technology easily become obsolete, making fresh demands on new skills and procedures. This calls for constant monitoring so as to bring about necessary retraining towards the acquisition of match skills. Therefore, skills required of business education students need regular evaluation for currency and update to meet the change of time technologically.

The need for computer and word processing skills to be possess by business education graduates have been over flogged by business educators for obvious reasons. Of course to be relevant in today's world of work, computer literacy is a must for all business education students and business educators because computer has simplified, through mechanization, all aspects of office functions and entrepreneurial procedures. Even the much talked about paperless organisation of today is possible through the use of computer.

The acquisition of computer and word processing skills will lead to the following benefits.

- Reduce the length of time required to do work

- Ensure accuracy and efficiency
- Eliminate drudgery
- Ensure standardization of work
- Accelerate the speed and capacity of office work done.

Agomuo (1997) stated that due to the dynamic nature of the office, the role of the business education student has continued to assume added dimensions. He observed that for large organizations today, the business education student can lend administrative support to the executive by handling many time-consuming duties and tasks such as compiling and organizing information for reports and long memorandums, maintaining confidentialities, disseminating information relating to administrative policies, researching data for presentation to be given by the executive, composing and dictating certain letters, and performing any other duties delegated by management. Osuala (1998) added that most of the activities of the office such as accounting, mail handling, filing, telephone switching systems, reprographics etc. are now performed by self-regulating machines. The business education student however, controls most of these machines.

Ditaranti (1983) pointed out that the role of business education graduates in modern organisation has begun to splinter. They now include:

- The word processing business education student who keyboards:
- Correspondence and other business papers

- The correspondence business education student who originates out materials
- The financial business education student using microcomputers to;
- Handle payments, petty cash funds, etc.
- The data processing business education student who handles inventory of office equipment and attendant repair service and contract.

Still, Obijole (1988) commented on the current state of entrepreneurial training stressing the need for a change. Obijole stated the work of the professional business education student has changed from the traditional office routine of handling mails manually to the application of modern office techniques and the use of sophisticated officer equipment in the processing of information.

b) Communication Office entrepreneurship Skills

The term communication is derived from a Latin word “Communicatee” meaning to make common, to share, to impact or to transmit. Combs (1980) defined communication as the transfer of information from the sender to the receiver by the information being received and understood by the receiver. Communication pervades in every organization because most organizational processes require communication to solve problems and accomplish goals. In order to persuade, instruct, direct, request, present, inform, stimulate or develop understanding, the office manager, administrator and other office workers must communicate. Lesikar (1991) defined communication is

the ingredient, which makes organization possible. It is the vehicle through which the basic managing/administrative functions are carried out. Commenting on the importance of communications, Drucker (1955) said that one basic skill that everyone in an organisation must bother to learn is the ability to organize and express ideas in writing and in speaking.

The position of business education graduate in an organisation makes it very imperative that it is one skill that they must not play with. The office is the nerve centre of any organisation. Information flows in and out of the organisation through the office. The business education student is at the centre stage to receive or give; both oral and written information.

The manner, in which the entrepreneurial staff does so, goes a long way to affect the goodwill of the organisation. Hence the business education student is also seen as a public relation officer. She is the first person that callers to the office will meet. Communication is dynamic especially as it has to do with human beings. No two people can easily communicate the same idea the same way. The important thing being that the idea communicated is able to attract a correct feedback.

The unprecedented technological innovation in offices has recently advanced new competencies for office functions. Improved relationships which demands effective communication in the business world is not less affected thus the need for necessary competencies to be acquired by the business education students who appear to be

seriously involved with inter- relationships of different kinds in the organisation. Anumihe (1997) and Anyachonkeya (2003) stated that the individuals involved in communication in the office; whether employer, employee or customers/visitors have diverse ways to relate with one another and must clearly affect understanding in the process in order to attract correct feedback. Obi (2001) viewed the abilities to communicate not only as indicator of good foundation in education but also as an ensuring tool necessary for job acquisition/maintenance. Roberts (1989) and Nwanko (2001) noted that the competencies of communication are very essential to the efficiency of performance in the automated office. The communication skills include public relation which has the ability to hold civilized values, pass information with pleasantries, project a good image, link of organisation with beneficial publics, resolve conflicts; interpersonal which has the ability to disseminate information, while interprets and discriminate source of information, manage crisis, prepare for emergency, display good grooming and maturity on the job, acquire good vocabulary and diction and express clearly; verbal communication which has the ability to relate information accurately to receivers, choose the right media for sending information, word information appropriately, address callers with appropriate politeness, display good listening skill on the job, proof read and apply good spelling skill, write good English, effect correction on paper/machine, interpret messages correctly etc.

Managerial Skills and the Establishment and Management of Small Scale Enterprises

The role of the business education graduate in the organisation is gradually moving from that of mere taking dictation and transcribing on the machine to problem solving and assuming more responsibilities. She is now seen as executive assistant to the boss. According to Esene (1990) the entrepreneur is "an assistant to the chief executive, possessing mastery of office skills and ability to assume responsibilities without direct supervision, displays initiatives, exercises judgments and makes decisions within the scope of her authority". Similarly, the New Age Encyclopedia (1991) stating the functions of an entrepreneur stated among others coordinating office procedures, keeping the secrets of the organisation in confidence, supervision of junior colleagues, performing delegated managerial functions; like replying to engagements and applications. For a business education graduate to be able to supervise the junior colleagues means she must possess such skills that will enable her exert that supervisory capacity. Performing managerial delegated functions means she must demonstrate some level of maturity on the job that will enable her assume such responsibility. Obazele (1993) in his explanation stated that the functions of an entrepreneur include amongst, provision of administrative support and entrepreneurial help in the entire office; supervision of entrepreneurial staff, maintenance of the boss calendar, organizing the boss in terms of meeting, filing and typing; handling income and outgoing correspondence in proper manner. Bukar (1996)

highlights the functions of an entrepreneur in cluster title as production function, preservation function, organizing function, involving people, materials, task, planning etc.

Computer Skills Needed and the Establishment and Management of Small Scale Enterprises

Abifarin (2000) enumerated some of information communication technology skills needed by the business education students in the discharge of his/her duties as follows:

- Basic knowledge of computer skill
- Proficiency in using productivity soft
- Electronic communication skills
- Internet skills
- Moving files

The business education student needs to have the basic-knowledge of computer skills which are as follows:

- Understanding basic computer hardware components and terminology
- Understanding the concepts and basic functions of a common computer operating system.
- Start up log on and shut down computer system properly.

- Use a mouse pointing device and key board.
- Use help and known how to trouble shoot routine problem
- Identify and use icons (folder, files, applications, and short cuts/aliases
- Minimize, maximize and move window
- Identify common types of extensions(e.g. doc. Pdf. html, ipg, gif. xis ppt, rtf. txt, exes)
- Check how much spacious is left on a drive or storage device.
- Download and install software in a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates.
- The business education student needs to be proficient in using productivity software such as- creating document of various types and save in a desired location.
- Retrieve an existing document from saved location.
- Select copy and paste text in a document or desired location
- Print a document
- Name, rename copy and delete files
- Understands and know how to use the following types of software programs: word processing (examples: Ms word. Google doc. writer) presentation (example: PowerPoint. Impress), spreadsheet (example:

excel, calc), Pdf reader (example: acrobat reader, preview), compression software (examples: win7ip.stufflt.7-/ip).

- The business education student needs to have electronic communication skills such as: emailing, using a common email program (e.g. Ms Outlook, timail Apple mail).
- Compose, sent, reply. forward message
- Retrieve attachment from email messages
- Copy, paste and print messages Organize email folders
- Understand what an electronic discussion list is how to sign up and leave one (example: Listserv, Listproc)
- The business education student needs to have internet skills .such as
- Set up an internet connection and connect to the internet.
- Have a working knowledge of the world wide web and its functions including basic site navigation, searching, and installing and upgrading a web browser
- Use a browser effectively, including bookmarks, history toolbar, forward and back buttons
- Use search engines directories to find information on the web Download files and impress from a web page
- Understand and effectively navigate the hyper link structure of the web
Understand how to keep your information safe while using the internet

The business education student needs to be able to move files, such as:

Understand the purpose of secure file transfer protocol (SFTP) and secure copy-protocol (SCP)

- Log in and connect to a distant server using Secure Shell client (SSC)
- Transfer files by uploading or downloading
- View and change folder /document security settings
- Copy files from hard disk to storage devices and vice versa

However, Atakpa (2010) stated that the entrepreneurial functions everywhere in the world have undergone a lot of technical changes. As a result modern office equipment which gives the modern business education student the opportunity to increase her efficiency abound. Many office functions and entrepreneurial duties which were previously done manually have been mechanized. Thus the diversities of these office technologies require that old business education students possess new information communication skill (ICTS) and sub skill to enable him/her to be relevant in the modern office. According to her, information communication technologies have change the equipment and work in an office where information processing and other entrepreneurial activities are done manually or mechanically. So, the mechanized office is gradually giving way to the automated office. Investment in net-works of computer based workstations and other automated requirement is transforming traditional manual

methods and paper communication media. This transformation has resulted in the development of automated systems that rely on electronic collaborations and communication networks, text processing, image processing and other information communication technology skills.

Okwuanso and Obayi (2003) opined that information communication technology skills have posed challenges to business education graduates as they communicate in the present day office. In the past, business education graduates' functions were performed manually such that document and records were maintained on papers, stores in files and drawers. The consequences of global development in the modern information and communication technology area, call for corresponding developed of new skills in office communications by all secretaries and office managers. Today, the information and communication technology skills revolution have dramatically changed all these and is moving quickly towards changing the work itself.

Consequently, the following modern information and communication technology (ICT) services found in most offices for entrepreneurial functions are: electronic computer, printer's, digit memo, fax machine, photocopier, digital video camera, close circuit television, large-screen, video and projector, plotters etcetera. It is obvious that the business education graduate's role have evolved and expanded enormously. It is therefore, important to state that the modern business education graduate might not be able to discharge his or her duties effectively and efficiently proper information and

communication technology skills, otherwise the productivity in the organization and the performances of the business education student will be at low ebb (AIL 2004).

Ajagun (2003), refers to information and communication technology as a whole range of the technologies involved in information processing and electronic devices that are used in broadcasting, telecommunication and all other electronically, mediated information gathering and communicating system's. Ali (2004) is of the view that information and communication technology could be defined as the physical structure of network of computer based system (hardware software and media) for purpose of organizing, processing, communication, accessing, presenting, storing, retrieving and simplifying information. Therefore, confidential business education student who do not possess information communication technology skill will lack smoothness and proficiency in his work,

James (2009) posited that information and communication technology impacts almost every part of our daily lives. According to him from work to play, technology is more available and useful than ever before. The implication of this is that no business education students can be effective and efficient without the integration of information and communication technology skill in the 21st century. It pointed out that it helps business education students in playing a vital transmission (such as the telecommunication mobile internet communications) globally. He noted that the development of an organization and departments are out of mind without the

incorporation of information and communication technology skills. Computer technology's ubiquity cannot be denied and a world without it is unimaginable. Information communication technology skill is needed by the business education students to bring about improvement. In this regard it must be noted that improving the quality of training of the business education students is a critical issue (Jane 2009).

A business education student without the knowledge of information communication technology skill is like a building without a roof. This is because information communication technology is the study, design development, implementation, support or management of computer based information systems, particularly software applications and computer hardware, deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and securely retrieve information (Desantis, 2003). He further stresses that the term information has ballooned to encompass many aspects of computing and technology and the term has become very recognizable. IT professionals perform a variety of duties that range from installing applications to designing complex network and information databases. A business education student with information communication skill can perform many functions which include data management, networking, engineering computer hardware, database and software designs as well as the management and administration of entire systems. According to him, when computer and communication technologies are combined, the result is information technology or info-

tech, information communication technology skill helps the business education student to produce, manipulate, store, communicate and disseminate information. Presumably, when speaking of information communication technology as a whole it is noticed that the used of computers information are associated.

Nworgwugwu (2002) opined that the technological equipment and machines have at present mechanizes so many office functions and entrepreneurial duties which were previously done manually. For this reason there is a complete job re-designation and the need for the business education student to be abreast with information communication technology skills. Due to the introduction of sophisticated technological (electronic) office equipment in today's office and the role confidential secretaries need to play in ensuring accuracy and efficiency in their jobs, the business education students need to meet the challenges by possessing information communication technology skills for efficient operation in the electronic office.

Agomou and Isu (2003), enumerated a variety of office skills in electronic office as the ability to use facsimile machine and other modern means of communication: accounting programs such as spreadsheet, desktop publishing, power point, organize video conferences, use of the internet. As stated by Nwosu (2002) the challenges in the modern office situation have altered the skills requires by Nigerian workers. The result is that certain professional skills were no longer suitable for the skills. Buxbaum (2000), asserted also that information communication technology skills enable and individual to

use computer software application database and other technologies to achieve a variety of academic work related and personal goals.

Marketing Skills and the Establishment and Management of Small Scale Enterprises

Marketing is defined by the American Marketing Association as "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." The term developed from the original meaning which referred literally to going to market with goods for sale. From a sales process engineering perspective, marketing is "a set of processes that are interconnected and interdependent with other functions" of a business aimed at achieving customer interest and satisfaction. Philip Kotler defines marketing as satisfying needs and wants through an exchange process.

The Chartered Institute of Marketing defines marketing as "the management process responsible for identifying, anticipating and satisfying customer requirements profitably." A similar concept is the value-based marketing which states the role of marketing to contribute to increasing shareholder value. In this context, marketing can be defined as "the management process that seeks to maximise returns to shareholders by developing relationships with valued customers and creating a competitive advantage." Marketing practice tended to be seen as a creative industry in the past, which included

advertising, distribution and selling. However, because the academic study of marketing makes extensive use of social sciences, psychology, sociology, mathematics, economics, anthropology and neuroscience, the profession is now widely recognized as a science, allowing numerous universities to offer Master-of-Science (MSc) programs.

The process of marketing is that of bringing a product to market which includes these steps: broad market research; market targeting and market segmentation; determining distribution, pricing and promotion strategies; developing a communications strategy; budgeting; and visioning long-term market development goals. Many parts of the marketing process (e.g. product design, art director, brand management, advertising, copywriting etc.) involve use of the creative arts.

The 'marketing concept' proposes that in order to satisfy the organizational objectives, an organization should anticipate the needs and wants of potential consumers and satisfy them more effectively than its competitors. This concept originated from Adam Smith's book *The Wealth of Nations*, but would not become widely used until nearly 200 years later. Marketing and Marketing Concepts are directly related. Given the centrality of customer needs and wants in marketing, a rich understanding of these concepts is essential,

Needs: Something necessary for people to live a healthy, stable and safe life. When needs remain unfulfilled, there is a clear adverse outcome: a dysfunction or death. Needs can be objective and physical, such as the need for food, water and shelter; or

subjective and psychological, such as the need to belong to a family or social group and the need for self-esteem.

Review of Related Empirical Studies

Quite some research work have been carried out on the business education students ratings of entrepreneurial skills required for the management of small and medium scale enterprises especially with the advent of information technology which has revolutionized the entrepreneurial activities from manual processing to electronic processing. Agbamu (2007) carried out a study on ICT competencies need for NCE business education graduates. The main purpose of the study was to find out the necessary and specific ICT competencies needed for NCE business graduates to secure employment in modern organizations. The population of the study comprised of 225 employers both from public and private organization in Delta State. The findings of the study reveal that computer operation competencies are generally required for employment in both the public and private section. Among these competencies is the ability to start up and shut down a computer system and its peripherals, start an application and create a document use part option, use a word processing package etc. It is also revealed media communication competencies were generally not required for employment of NCE business education graduates, in particular they were not required by employers in the private sector. The entrepreneurial skills regarded by public and private sector employers included the ability to apply media in effective communication;

create simple animation, ability to communicate orally as in written form. The present study is related to Agbamu's study in that it seeks to identify the office work skills required in a modern office. While Agbamu's study is on ICT competence of business education graduates, this study is on entrepreneurship skills such as; computer skills or ICT skills, marketing skills, managerial skills and organizational skills acquired by business education students on the establishment and management of small scale enterprises.

Egwu (2003) conducted a study on Affective work skills needed by business education students for performance in the private sector. The main purpose of the study was to identify affective work skills perceived as important by business education students and their executives and to determine the level of affective work skills possessed in business organization as expressed by the business education students and their executives. The population of the study was made of 320 business education students and 171 executives drawn-out of 100 large business organizations. The study revealed 52 skills identified as very important by business education students for performing entrepreneurial functions in the private sector. These skills the researcher clustered into ambition, appearance, dependability and loyalty initiative and self-control, work without supervision, responsibility and productivity, team spirit, remembering and reasoning skills, leadership skills managerial and supervisory skills, absenteeism, interpersonal relation skills and communication skills. On the Affective work skills possessed by

business education students in business organizations, the study revealed that the secretaries possessed 31 out of 58 affective work skills for job performance in the private sector. The present study is also related to Egwu's study in that Egwu's work focused on the affective work skills required or needed by secretaries in business organizations, while the present work focused on entrepreneurship skills such as; computer skills or ICT skills, marketing skills, managerial skills and organizational skills acquired by business education students on the establishment and management of small scale enterprises. Therefore, this study is broader as it covered the three domain of learning while Egwu's study is only on the affective domain.

Summary of literature review

The researcher reviewed some textbooks, journals, past theses, magazines and government publications as they relate to the topic under investigation - entrepreneurship skills such as; computer skills or ICT skills, marketing skills, managerial skills and organizational skills acquired by business education students on the establishment and management of small scale enterprises. The office is the nerve centre of any organization. The various activities in an organization are controlled, coordinated and directed in the office. From the review of literature, it was discovered that the labour force is the engine room for the growth of any organization and in the long-run, growth and development of any nation. Hence, the relevance of the study is highlighted.

More so, it was discovered from the review of related literature that most studies focused on one or two of the entrepreneurial skills highlighted by the study but this study go further to study the relevance computer skills or ICT skills, marketing skills, managerial skills and organizational skills acquired by business education students on the establishment and management of small scale enterprises and its findings properly documented would add to the body of literature.

CHAPTER THREE

METHODOLOGY

This chapter described the procedure that was used in the study. This is discussed under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

Descriptive survey research design was used in this research. According to Olaitan and Sowande (2008) survey research design is directed towards people, their opinions and behaviours. Survey research design is therefore suitable for this since information was collected from business education students in University of Benin to

determine the entrepreneurship skills acquired by business education students on the establishment and management of small scale enterprises.

Population of the Study

The targeted population for the study consist of 157, 300 and 400 level Business Education students of 2017/2018 academic session of the Department of vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

Sample and Sampling technique

For the purpose f this study, the sample size of 157 respondents was chosen from 300 and 400 level Business Education students of 2017/2018 academic session of the Department of vocational and Technical Education, Faculty of Education using the purposive sampling technique.

Instrument for Data Collection

The instrument used for data collection was structured questionnaire. The instrument was designed by the researcher after a thorough review of literature. The instrument was divided into two sections A and B. Section A consist of students' demographic data while section B contains 25 items designed to elicit answers to the research questions. Each item in section B has a two point response options of Yes and No with 2, and 1 weight respectively.

Validity of the Instrument

Validity means the extent to which a research instrument measures what it's supposed to measure. In order to ensure the relevance and suitability of the questionnaire, the constructed questionnaire was scrutinized by the project supervisor and two other experts from the Department Of Vocational and Technical Education, Faculty of Education, University of Benin. The corrections and suggestions made were appropriately effected and incorporated to produce the final copy of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument, test re-test method was adopted. To this end 20 copies of the questionnaire were administered to 20 students of Business Administration in the Department of Management Science, University of Benin that are not part of the study population. After an interval of two weeks, the same test instrument was re-administered to the same group of respondents.

Method of Data Collection

The instrument for the study was personally administered and collected by the researcher on the spot with the help of one research assistant in the Department of Vocational and Technical Education. The research assistant was briefed on how to administer the questionnaire and retrieve the completed copies of the questionnaire from the respondents. Respondents who will not be disposed to complete their items of the

questionnaire on the spot was left and collected the next day. A period of one week was used to administer and collect the instrument to ensure that on the whole, One hundred and fifty seven (157) items of questionnaires was administered and completely retrieved to give a 100% return rate collection.

Method of Data Analysis

The returned questionnaire was coded, inputted into the computer and simple percentage, mean was used to answer the research question. While the mean was used to determine the degree of the responses, the standard deviation was used to determine the extent at which the respondents' responses cluster around the mean.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter dealt with the analysis of data obtained through the procedure specified in the preceding chapter. The results are also presented in the tables below and discussed.

Demographic Attributes

Table 1: Distribution of respondents by gender

Gender	Respondents	Percentage {%}
Male	60	38
Female	97	62
Total	157	100

Source: field Survey 2021

From the table above, it was found that the 60(38%) of the respondents are male while 97(62%) of the respondents 62% are female

Table 2 – Distribution of Respondents by Level of programme

Level	Respondents	Percentage{%}
300	135	86
400	22	14
Total	157	100

Source: field survey 2021

From the table above, it was revealed that 70 (45%) of the respondents are in 300 level while 87(55%) of the respondents are in 400 level.

TABLE 3- Distribution of Respondents by Age

AGE	Respondents	Percentage {%}
15-20	50	32
21-25	57	36
26 & above	50	32
Total	157	100

Source: field survey 2021

From the Table 3 revealed that 50 (32%) of the respondents are between the ages 15-20 years while 57 (36%) of the respondents are between the ages of 21-25 and 50 (32%) of the respondents are between the ages of 26 years and above

ANALYSIS OF RESEARCH QUESTIONS

Research Question 1: To what extent do business education student possesses managerial skills that will enable them embark on SMEs upon graduation?

TABLE 4: Mean response of the extent to which business education students possess managerial skills in SMEs

S/N	Item Statement	TOTAL	MEAN	SD	REMARK
1	Ability to Motivate workers to put in their best	157	3.38	.919	ACCEPTED
2	Allocate jobs/duties to the various workers/subordinates	157	2.55	1.029	ACCEPTED
3	Supervise jobs and assign duties to various workers	157	2.58	1.071	ACCEPTED
4	Coordinate the various jobs/duties that are assigned to various workers in the organization	157	3.40	1.073	REJECTED
5	Control the use of stationeries.	157	2.90	.900	REJECTED
Total			24.3	7.338	ACCEPTED

Source: field survey 2021.

Table 4 Respondents' view on Mean response of the extent to which business education students possess managerial skills in SMEs. Responses show the mean values ranging from 2.55 to 3.40.

It was revealed that the respondents agreed that they possess the skill to motivate workers to work at their best with a mean of 3.38 and that they also have the ability to supervise jobs and duties assigned to various workers in an organization with a mean of 2.55.

Similarly the table revealed that the respondents have the ability to coordinate various jobs/duties that could be assigned to various workers in the organization with a mean of 3.40. More so it was found out that the respondents agreed that they have the capacity to control the use of stationeries with a mean of 2.90.

Research question 2: To what extent do Business Education Students possess computer Skills that would enable them embark upon SMEs upon graduation?

TABLE 5: Mean responses on the extent to which business education students possess computer skills in SMEs.

S/N	ITEM STATEMENT	TOTAL	MEAN	SD	REMARK
6	Ability to use the computer to browse	157	3.53	.893	ACCEPTED
7	Ability to send messages through e-mails	157	2.95	.947	ACCEPTED
8	Use different word processing packages to produce mailable letters	157	3.28	.817	ACCEPTED
9	Ability to use excel packages for business ledgers	157	2.49	.689	REJECTED
10	Use Corel draw to prepare handbills and posters for advert placement to advertise products	157	2.42	.890	REJECTED
Total			24.3	7.338	ACCEPTED

Source: Field Survey 2021

Table 4 Respondents' view on Mean responses on the extent to which business education students possess computer skills in SMEs. Responses show the mean values ranging from 2.42 to 3.53. It was revealed that the respondents agreed that they can use computer to browse with a mean of 3.53 and that they can also send messages through emails with a mean of 2.95.

Furthermore it was also found that they can as well use different word processing packages to produce mailable documents with a mean of 3.28. On the other hand, it was also revealed that the respondents disagreed that they cannot use excel packages for business ledgers with a mean of 2.49. And lastly, the respondents disagreed that they do not have the ability to use Corel draw to prepare handbills and posters for advert placement to advertise product with a mean of 2.42.

Research Question 3: to what extent do business education students possess marketing skill that would enable them embark upon SMEs upon graduation?

TABLE 6: Mean response of the student to which business education student possess marketing skills in SMEs

S/N	Item Statement	MEAN	S.D	REMARK
11	Ability to influence customers to patronize organizations products	3.24	.878	ACCEPTED
12	Have persuasion skills to influence decisions of customers	3.26	.799	ACCEPTED
13	Ability to bring up innovative strategies to boost product sales	3.30	.810	ACCEPTED
14	Ensure customer satisfaction	2.57	.706	ACCEPTED
15	Ability to create ideas for sales promotion packages and get potential customers' attention	3.30	0.700	ACCEPTED
TOTAL		15.67	3.893	ACCEPTED

Source: Field survey, 2021

Table 6 Respondents' view on Mean response of the student to which business education student possess marketing skills in SMEs. Responses show the mean values ranging from 2.57 to 3.30.

It was found that the respondents possesses the skill that could influence customers to buy business products in SMEs with a mean of 3.24 and that they also possess persuasion skills that could influence decision of customers with a mean of 3.26. Similarly it was found from the table that the respondents have the ability that could bring up innovative strategies to boost product sales with a mean of 3.30.

Furthermore the table revealed that the respondents agreed that they can ensure customer satisfaction with a mean of 2.57, and that they also have the ability to create ideas for sales promotion packages and get potential customers' attention with a mean of 3.30.

Research question 4: To what extent do business education students possess organizational skills to embark on SMEs upon graduation?

TABLE 7: Mean response of the student to which business education student possess organizational skills in SMEs

S/N	ITEM STATEMENT	MEAN	SD	REMARK
16	Ability to get along with people during business interactions	3.56	.592	ACCEPTED
17	Good communication skills	3.44	.701	ACCEPTED
18	Organize business meetings to boost the business performance	2.79	.844	ACCEPTED
19	Handle criticism of the business products or performance with maturity	2.70	.803	ACCEPTED
20	Show sensitivity to workers, complaints and worries from business associates	2.62	.993	ACCEPTED
21	Work hard to maintain customers and workers trust	3.24	.878	ACCEPTED
Total		2.95	4.811	ACCEPTED

Source: field survey 2021

Table 7 Respondents' view on Mean response of the student to which business education student possess organizational skills in SMEs. Responses show the mean values ranging from 2.57 to 3.30.

It was found that the respondents agreed that they possess the skill get along with people during business interactions with a mean of 3.56 and that they also possess good communication skills with a mean of 3.44. Furthermore, the respondents equally agreed that they possess the skills that can enable organize business meetings to boost the business performance with a mean of 2.79.

More so it was revealed that the respondents agreed that they can handle criticism of business products or performance with maturity with a mean of 2.70, it was also was found that the respondents agreed that they have the ability to show sensitivity to workers and business associates complaints and worries with a mean of 2.62. And finally the table revealed that the respondents have the ability to maintain customers and workers trust with a mean of 3.24.

Discussion of Findings

The findings of the study with regards to research question one reveals that business education students possess organizational skills that can enable them embark on SMEs upon graduation because they agree that they possess good communication skills, organizing business meetings, show sensitivity to workers complaints and work hard to maintain customers and workers trust. This is in line with the assertion of Osuala (2004)

who noted that business education enables individuals to have good communication skill and also to maintain customers and workers trust.

The findings also revealed that Business Education Students possess managerial Skills for SMEs upon graduation because they agree that they possess the skills that could enable them supervise jobs and assign duties, allocate jobs/duties and coordinate the various jobs/duties that are assigned to various workers in the organization. Thus Nzerem (2010) noted that the skills acquired in any area of business education are useful in office education, distributive education and accounting education.

More so, the study revealed that business education students possesses marketing Skills to embark on SMEs upon graduation, because they agreed that they have persuasion skills to influence decisions of customers, influence customers to patronize organizations' products and ensure customer satisfaction. This is in line with Onuk (2012) who noted that business education students' basic academic training is to enable them cope with the job.

Lastly, the study revealed that Business Education Students do not possess computer skills that would enable them embark on SMEs upon graduation because even though they use different word processing packages to produce mailable letters they do not have the ability to use excel packages for business ledgers and they cannot use Corel draw to prepare handbills and posters for advert placement to advertise products which is according to Okwuanso and Obayi (2013) opined that information communication

technology skills have posed challenges to business education graduates as they communicate in the present day office.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the conclusion drawn from the data analysis, the summary of the study and recommendations based on the findings made.

Summary

This chapter gives a general overview of the contributions of Business Education Programme to manpower development in small and medium scale enterprises as perceived by business education students in University of Benin, Benin City, Edo state.

Four research questions were raised to guide the study; these are:

1. To what extent do Business Education Students possess managerial Skills in SMEs?
2. To what extent do Business Education Students possess computer Skills in SMEs?
3. To what extent do Business Education Students possess marketing Skills in SMEs?
4. To what extent do Business Education Students possess planning and organizational Skills in SMEs?

Findings

The following are the findings of the study:

1. It was found that Business Education Students possess organizational Skills that can enable them embark on SMEs upon graduation. some of these organizational skills includes - Good communication skills, ability to organize business meetings, Show sensitivity to workers complaints and work hard to maintain customers and workers trust.
2. The study also revealed that Business Education Students possess managerial Skills that can enable them embark on SMEs upon graduation. Some of these skills also includes ability to supervise jobs and assign duties, allocate jobs/duties and coordinate various jobs/duties that could be assigned various workers in the organization among others.
3. Furthermore, the study equally revealed that Business Education Students possess marketing Skills that can enable them embark on SMEs upon graduation. The marketing skills includes - persuasion skills to influence decisions of customers, ability to influence customers to patronize organizations products and ensure customer satisfaction.
4. Lastly, it was revealed from the study that Business Education Students do not possess computer Skills that can enable them embark on SMEs upon graduation. The study further revealed that even though student use different word processing packages to produce mailable letters they admitted that they lack the Ability in the use of excel packages for business ledgers and that they cannot also use Corel

draw to prepare handbills and posters for advert placement in order to advertise products.

Conclusion

This research work assessed the contributions of business education programme to manpower development in small and medium scale enterprises as perceived by business education students in University of Benin, Benin City, Edo State. Based on the findings highlighted above, the study concluded that Business Education programme contributes to manpower development in small and medium scale enterprises as perceived by business education students in university of Benin, Benin City, Edo State.

Despite this findings it has been observed that many graduates still lack interest to embark on SMEs upon graduation and become self-employed because they seem to lack adequate practical skills that would enable them to put to practice what they studied during their programme.

It was however concluded also that Business Education programme has not contributed enough in such areas as the use of ICT in coral draw software that can enable students prepare handbills and posters for advert placement to advertise products.

Recommendations

In the light of the findings of this study, the following recommendations are hereby made:

1. The government is urged to put in place various strategies that could stimulate Vocational and Technical Education students to acquire skills that will enable them embark on SMEs after graduation instead of waiting for white collar jobs which are invariably not available.
2. Adequate fund should be provided by federal and state governments to purchase ICT equipment such as computers which will enable students to acquire ICT skills in corel draw and excel software packages to produce business ledgers and other functions.
3. Emphasis should be placed on the need for students to acquire practical skills in SMEs during their training to enable them develop right attitudes towards SME.

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APPENDIX

VOCATIONAL AND TECHNICAL EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY.

QUESTIONNAIRE

**THE INFLUENCE OF ENTREPRENEURSHIP SKILLS ACQUIRED BY
BUSINESS EDUCATION STUDENTS ON THE ESTABLISHMENT AND
MANAGEMENT OF SMALL SCALE ENTERPRISES IN EDO STATE**

Dear respondents,

This is designed to assess the influence of entrepreneurship skills acquired by Business Education students on the establishment and management of small scale enterprises in Edo State.

This research work is purely for academic purpose and will be treated as confidential. You are therefore required to kindly and truthfully respond by providing answers to the questions below.

Thank you.

**Esther Isoken ABUDU
Researcher**

Section A**Instruction:** please tick (√) as appropriate.**Demographic background.****Sex:** Male () Female ()**Level:** 300 Level () 400 Level ()**Age:** 15 – 20 years () 21 – 25 years () 26 and Above ()**Section B**

S/N	ITEM	YES	NO
To what extent do business education students possess managerial skills that would enable them embark on SMEs upon graduation?			
1	Ability to Motivate workers to put in their best.		
2	Allocate jobs/duties to the various workers/subordinates.		
3	Supervise jobs and assign duties assigned to various workers.		
4	Coordinate the various jobs/duties that are assigned to various workers in an organization.		
5	Control the use of stationeries.		
To what extent do business education students possess computer Skills that would enable them embark on SMEs upon graduation?			
6	Ability to use computer to browse.		
7	Ability to send messages through e-mails.		
8	Use antivirus to avoid losing documents.		
9	I can use different word processing packages to produce mailable letters.		
10	Use Corel draw to prepare handbills and posters for advert placement to advertise products		
To what extent do business education students possess marketing Skills that would enable them embark on SMEs upon graduation?			

11	Ability to influence customers to patronize organization's products.		
12	Persuasion skills to influence decisions of customers.		
13	Ability to bring up innovative strategies to boost product sales.		
14	Ensure customer satisfaction.		
15	Ability to create ideas for sales promotion packages and get potential customers' attention.		
To what extent do Business Education Students possess organizational Skills that would enable them embark on SMEs upon graduation?			
16	Ability to get along with people during business interactions.		
17	Good communication skills.		
18	Organization of business meetings to boost the business performance.		
19	Handle criticism of the business products or performance with maturity.		
20	Show sensitivity to workers complains and worries from business associates.		
21	Hard to maintain customers and workers trust.		

`Thank You