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## **Entrepreneurial Skills Training Needs of Business Education Graduates in Colleges of Education in Kogi State for Self-Reliance**

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### **Abstract**

This study determined the entrepreneurial skills training needs of business education graduates in colleges of education in Kogi State for self-reliance. The study adopted survey research design. Three research questions and three null hypotheses were formulated for the study. The study was carried out in Kogi State Colleges of Education. The population for the study consists of 112 respondents who are graduates of the colleges of education. Since the population was manageable, there was no sampling. The instrument for data collection was structured questionnaire titled: Entrepreneurial Skills Training Needs of Business Education Graduates Questionnaires (ESTSNBEGQ) which was face validated by three experts from the Department of Business Education, University of Nigeria Nsukka. Cronbach Alpha reliability method was used to determine the internal consistency of the questionnaire. A reliability coefficient of 0.87 was obtained. Skills Need Index (SNI) was employed to analyse data for answering the research questions, while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The result of the study revealed that business education graduates needed: creative thinking skills, interpersonal communication skills, and multimedia skills for self-reliance. It was concluded that there is need for entrepreneurial skills training in business education programme. It was recommended among others that government, through the national commission for colleges of education should set up special grants for regular training and retraining of business education graduates to equip them with self-reliance skills.

**Keywords:** Business Education, Entrepreneurial Skills, Self-reliance, Colleges of Education, Multimedia Skills.

### **Introduction**

The attitude, information, abilities, and values that people need in the business sector are acquired through business education. It is a way to raise literate, healthy, self-sufficient citizens who, when they go into business, will bring in money for the advancement of humanity (Aliyu, 1999) according to Igboke (2000). Nigeria is blessed with all forms of resources, still, poverty is increasing. Poverty has manifested in many ways such as juvenile criminality, unemployment, and elevated immorality rate, among others. Entrepreneurial skills are the fundamental abilities that recent graduates will require to achieve the opportunity emerging from

communications, culture, and science and technology. Entrepreneur is the most important development in recent economic history. All around the world, there is a high level of entrepreneurship. Entrepreneurship has had a profound role in shaping people's mindsets in a number of countries, including Ghana, Chile, China, India, and others. Ranjeeve (2013), Ezibe and Edafiogho (2014), Wennekers and Thurik (1999) listed the roles of an entrepreneur as: an individual who assumes uncertainty associated with risk; an individual who employs factors of production, and an individual who is a decision maker, and a person who

manages his personal economic and business decisions.

The abilities that an entrepreneur needs to operate his business or enterprise successfully are known as entrepreneurial skills. According to Comfort and Bonaventure (2015), entrepreneurial skills are a type of business aptitude that an individual need in order to succeed in the challenging business world as a self-employed or independent contractor and to elevate their own financial standing as well as that of society at large. Innovations, control over limited resources, taking on responsibility for internal management, and external progress of the company in all facets of the organization are all considered entrepreneurial skills (Kilby in Adeyemu, 2009).

Skill is crucial and important in human's life for his development and that of the economy. Skills acquisition by Peace (2009), is a process of training on a particular task or function and to become expert in it. According to Abanyam (2014), a skill is the capacity and aptitude gained by intentional, methodical, and consistent attempts to carry out complicated tasks or job duties involving concepts (cognitive skills), objects (technical skills), and/or people (interpersonal skills) in an easy and adaptable manner. According to Etonyeaku, Onuoha, and Kanu (2016), skill is the capacity to perform an action with expertise. Some entrepreneurial skills include: Creative thinking, which in a disciplined manner can play a crucial role in innovation. Both creativity and innovation are complimentary activities. According to Osemeke (2011), when creativity is absent, a logical and consistent framework for the implementation of a strong entrepreneurial culture will equally be missing, which results in unemployment, lack of encouraged innovation, and growth of crime rate among others. Osemeke further stated that, creative thinking skills include; adaptability, discovery, negotiation,

imagination, motivation, idea perception, exploration, searching innovation and transformation skills.

Intelligent, goal-directed endeavors to identify unique solutions to roughly well-defined challenges within a given product or event are referred to as creative thinking. Stevens (2000) asserts that learning the process of creative thinking equips one with cognitive, imaginative, interpersonal, and intrapersonal skills that support creativity, invention, and productivity in any sector. He stated that it is becoming increasingly evident that the ability to creatively synthesize data and the ability to use the pieces of information in a way that is conducive to a larger goal are crucial for future success in any business, given the massive and ever-increasing amounts of information available through technology.

An entrepreneur should have good interpersonal skills to work successfully with people. it is important to build great relationship with one's team, customers, suppliers, shareholders, inventors and others. Okechukwu (2009) opines that, Interpersonal skills are mental communication algorithms used to achieve specific goals during social interactions and communication. Additionally, he contends that the term "interpersonal" refers to a person's capacity to function in a business setting through interpersonal contacts and social communication. In this digital era and highly competitive environment, interpersonal communication as well as multi-media skill are very vital for success in business.

Multimedia skills are described as a variety of media components integrated into a single topic that yields beneficial results for the user. In order to improve comprehension or memorization, multimedia is the mixing of many media types, such as text (alphabetic or numeric), symbols, images, photos, audio, video, and animations, usually with the help of technology (Guan et al., 2018). In order to improve expressiveness and

comprehension, it uses visualization technology to assist spoken instruction through the use of static and dynamic graphics (Alemdag and Cagiltay, 2018). Multimedia technology's features—interactivity, diversity, and integration - allow people to share ideas and information through print and digital media. Vaughan (2008) defines multimedia as any mix of audio, visuals, text, and animation.

Problems we encounter in the colleges of education is that enough skills are not taught to make graduates comfortable and dependent of themselves after graduation. And that lead to the creative thinking skill, interpersonal communication skill and multi-media skill training need of graduates of business education in colleges of education for self-reliance.

#### **Purpose of Study**

The general purpose of the study was to investigate the Entrepreneurial skills training needs of business education graduates in colleges of education for self-reliance. Specifically, the study determined the:

1. Creative thinking skills training needs of business education graduates in colleges of education for self-reliance.
2. Interpersonal skills training needs of business education graduates in colleges of education for self-reliance.
3. Multi-media skills training needs of business education graduates in colleges of education for self-reliance.

#### **Research Questions**

These Research Questions guided the study:

1. What are the creative thinking skills training needs of business education graduates in colleges of education in Kogi State for self-reliance?
2. What are the interpersonal skills training needs of business

education graduates in colleges of education in Kogi State for self-reliance?

3. What are the multimedia skills training needs of business education graduates in colleges of education in Kogi State for self-reliance?

#### **Hypothesis**

The following null hypotheses formulated for the study were tested at 0.05 level of significance:

- HO1 There is no significant difference between the mean responses of entrepreneurs and graduates of business education in colleges of education on the creative thinking skills training needs of the graduates for self-reliance.
- HO2 There is no significant difference between the mean responses of entrepreneurs and graduates of business education in colleges of education on the interpersonal skills training needs of the graduates for self-reliance.
- HO3 There is no significant difference between the mean responses of entrepreneurs and graduates of business education in colleges of education on the multimedia skills training needs of the graduates for self-reliance.

### Methodology

Descriptive survey design was adopted in the study. The population for the study consists of 112 respondents who are graduates of colleges of education in Kogi State. Since the population was manageable, there was no sampling. The instrument for data collection was structured questionnaire titled: Entrepreneurial Skills Training Needs of Business Education Graduates Questionnaires (ESTNBEGQ) which was face-validated by three experts from the Department of Business Education, University of Nigeria Nsukka. Cronbach Alpha reliability method was used to determine the internal consistency of the

questionnaire. A reliability coefficient of 0.87 was obtained.

In order to address the research issues, the mean and training need index (TNI) for the expressed importance and level of performance scales, respectively, were used to analyze the data gathered from the respondents. The method used to calculate the training need index was  $PG = \bar{x}_r - \bar{x}_p$ , where PG stands for performance gap,  $\bar{x}_r$  for mean of the expressed importance category, and  $\bar{x}_p$  for mean of the performance category. The null hypotheses were tested at the 0.05 level of significance using the t-test statistic.

### Results

**Research Question 1:** What are the creative thinking skills training needs of colleges of education graduates for self-reliance?

**Table 1: Analysis of the Mean Responses of Respondents on the Perceived Levels of Importance and Expressed Levels of Performance on Creative Thinking Skills Training Needs of Business education graduates: Entrepreneurs 63, Graduates 49 (N=112)**

S/N	Skills Items	$\bar{x}_r$	$\bar{x}_p$	PG $\bar{x}_r - \bar{x}_p$	Remarks
1	The capacity to recognize commercial prospects	3.44	3.34	0.10	TN
2	Coming up with concepts that fit the opportunities	3.29	3.41	-0.12	TNN
3	Establish sensible business objectives	3.45	3.38	0.07	TN
4	Plan both the long and short term.	3.57	3.40	0.17	TN
5	Make decisions and follow through on them.	3.29	3.34	-0.05	TNN
6	Assemble resources to achieve objectives	3.70	3.46	0.24	TN
7	Consider the goals that you have set for each activity.	3.73	3.40	0.33	TN
8	Use feedback appropriately;	3.29	3.22	0.07	TN
9	Be able to perform under pressure;	3.67	3.29	0.38	TN
10	Use creative motivation to boost employee productivity	3.29	3.20	0.09	TN
11	The capacity to handle ambiguity;	3.68	3.25	0.43	TN
12	The aptitude for both synthetic and analytical reasoning.	3.76	3.37	0.39	TN
<b>GRAND MEAN</b>		<b>3.51</b>	<b>3.33</b>	<b>2.3</b>	<b>TN</b>

**Key:** PG= Performance Gap;  $\bar{x}_r$ = Mean of the perceived importance category;  $\bar{x}_p$ = Mean of the Performance Category; TN= Training Needed; TNN= Training Not Needed

Ten of the twelve items in Table 1 dataset had positive performance gap values ranging from 0.07 to 0.43, suggesting that graduates of business education need skills training in the ten skill items. While items 2 and 5 indicated training not needed

because their performance gap (PG) value was zero or less than zero, the other items were 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, and overall. The analysis's grand performance gap of 0.17 showed that graduates of business education needed skill training in all of the creative thinking competencies.

**Research Question 2:** What is the education in colleges of education for self-reliance in Kogi State?  
 Interpersonal communication skills acquisition needs of graduates of business

**Table 2: Analysis of the Mean Responses of Respondents on the Perceived Levels of Importance and Expressed Levels of Performance on Interpersonal Skills Training Needs of Graduates of Business Education: Entrepreneurs 63, Graduates 49 (N=112)**

S/No	Skills Items	$\bar{x}_r$	$\bar{x}_p$	PG $\bar{x}_r - \bar{x}_p$	Remarks
13	Interact professionally with customers	3.81	3.30	0.51	TN
14	Listening carefully to customers and their complaints	3.70	3.13	0.57	TN
15	Communicating fluently/clearly to staff and customers	3.85	3.25	0.60	TN
16	Ability to write messages clearly	3.61	3.21	0.40	TN
17	Active listening to subordinate/superiors	3.60	3.32	0.28	TN
18	Interpretation of messages appropriately	3.63	3.42	0.21	TN
19	Expressing ideas clearly.	3.50	3.27	0.23	TN
20	Wise use of feedback in communication	3.52	3.34	0.18	TN
	<b>GRAND MEAN</b>	<b>3.65</b>	<b>3.28</b>	<b>0.37</b>	<b>TN</b>

**Key:** TN stand for Training Needed; PG stands for Performance Gap;  $\bar{x}_r$  for Mean of Perceived Importance Category; and  $\bar{x}_p$  for Mean of Performance Category.

All of the eight items in Table 2 dataset had positive performance gap values ranging from 0.18 to 0.57, suggesting that graduates of business education need skill training in the eight skill items. 13, 14, 15, 16, 17, 18, 19, 20, and total were among these items, in that order. Since all the skill items had Performance Gaps (PG) of zero or less than zero, none of them indicated

that training were not necessary. The analysis's grand performance gap of 0.37 suggests that graduates of business education needed skill training in all of the interpersonal skills in the table.

**Research Question 3:** What are the multimedia skills training needs of business education in colleges of education graduates for self-reliance?

**Table 3: Analysis of the Mean Responses of Respondents on the Perceived Levels of Importance and Expressed Levels of Performance on Multimedia Skills Training Needs of Business Education Graduates: Entrepreneurs 63, Graduates 49 (N=112)**

S/No	Skills Items	$\bar{x}_r$	$\bar{x}_p$	PG $\bar{x}_r - \bar{x}_p$	Remarks
21	Ability to use interactive white board to add comment, highlight test and, show website content	3.62	1.16	2.46	TN
22	Ability to edit and modify the recorded films to prepare multimedia learning materials	3.19	1.36	1.83	TN
23	Ability to use suitable font and colour for easy reading of the text	3.17	1.20	1.97	TN
24	Ability to set up multimedia for presentation	3.59	1.26	2.33	TN
25	Ability to use digital video editing and production system for video production	3.95	1.20	2.75	TN
26	Ability to use multimedia database system for storing of records and data	4.08	1.34	2.74	TN
27	Ability to create video films for administrative purposes	4.09	1.12	2.97	TN
28	Ability to create graphic files for administrative purposes	3.59	1.26	2.33	TN
29	Ability to use camera to record video store and transfer to computer system	3.41	1.28	2.13	TN
30	Ability to use multimedia application e.g. World Wide Web, video conferencing etc.	3.68	1.39	2.29	TN
	<b>Grand mean</b>	<b>3.63</b>	<b>1.25</b>	<b>2.38</b>	<b>TN</b>

**Key:** TN stands for training needed; PG stands for performance gap;  $\bar{x}_r$  for mean of the perceived importance category; and  $\bar{x}_p$  for mean of the performance category.



All of the Ten items in Table 3's data set had positive performance gap values ranging from 1.12 to 1.39, suggesting that graduates of business education still need to acquire the ten skill items. 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, and total were among these objects, in that order. Since the Performance Gap (PG) was either zero or zero, none of the skill categories suggested that training were not necessary. The grand performance gap of 2.38 in the

analysis results shows that the graduates of business education require training in all areas of the multi-media skills listed in the table.

**H0<sub>1</sub>:** There is no significant difference between the mean responses of entrepreneurs and graduates of business education in colleges of education on the creative thinking skills training needs of the graduates for self-reliance.

**Table 4: The t-test Analysis of the Mean Responses of Entrepreneurs and Graduates of Business Education on the Creative Thinking Skill Training Needs: N=112**

S/No	Skills Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	df	t-cal	P-value	Remark
1	The capacity to recognize commercial prospects	3.44	0.53	3.34	0.61	110	-0.15	0.88	NS
2	Coming up with concepts that fit the opportunities	3.29	0.62	3.41	0.63	110	-0.61	0.54	NS
3	Establish sensible business objective	3.45	0.50	3.38	0.45	110	-3.56	0	S
4	Plan both the long and short- term	3.57	0.53	3.40	0.50	110	-0.37	0.71	NS
5	Make decisions and follow through on them	3.29	0.62	3.34	0.63	110	-0.61	0.54	NS
6	Assemble resources to achieve objective	3.70	0.53	3.46	0.39	110	2.38	0.02	S
7	Consider the goals that you have set for each activity	3.73	0.51	3.40	0.39	110	1.71	0.09	NS
8	Use feedback appropriately	3.29	0.62	3.33	0.63	110	-0.61	0.54	NS
9	Be able to perform under pressure	3.67	0.49	3.29	0.45	110	1.29	0.20	NS
10	Use creative motivation to boost employee productivity	3.29	0.62	3.20	0.63	110	-0.61	0.54	NS
11	The capacity to handle ambiguity	3.68	0.48	3.25	0.46	110	0.71	0.48	NS
12	The aptitude for both synthetic and analytical reasoning.	3.76	0.45	3.37	0.41	110	0.80	0.42	NS
<b>GRAND MEAN</b>		<b>3.51</b>	<b>0.26</b>	<b>3.33</b>	<b>0.29</b>	<b>110</b>	<b>-0.09</b>	<b>0.93</b>	<b>NS</b>

**Key:** df = degree of freedom;  $\bar{X}_1$  = mean of entrepreneurs;  $\bar{X}_2$  = mean of graduates; SD<sub>1</sub>, SD<sub>2</sub> = standard deviation of entrepreneurs; S stands for significant; NS for not significant; t-cal = test calculated; P-value = probability value (2-tailed).

The t-test summary of the graduates' and entrepreneurs' to questions about the graduates' need for training in creative thinking abilities for self-employment in Kogi State is shown in Table 4. Items 3 and 6 have probability values between 0 and 0.02, which are less than the threshold value of 0.05 at 110 degrees of freedom, according to the data. This indicates that their responses to the items varied significantly from one another. Thus, the

null hypothesis that there is no discernible difference between graduates' and entrepreneurs' mean ratings was not upheld.

**H0<sub>2</sub>:** There is no significant difference between the mean responses of entrepreneurs and business education graduates on the interpersonal communication skills training needs of the graduates for self-reliance in Kogi State.

**Table 5: The t-test Analysis of the Mean Responses of Entrepreneurs and Graduates of Business Education on the Interpersonal Communication Skill Training Needs: N=112**

S/No	Skills Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	df	t-cal	P-value	Remark
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13	Interact professionally with customers	3.81	0.47	3.30	0.31	110	1.94	0.05	NS
14	Listening carefully to customers and their complaints	3.70	0.49	3.13	0.44	110	1.94	0.66	NS
15	Communicating fluently/clearly to staff and customers	3.85	0.48	4.25	0.42	110	0.84	0.40	NS
16	Ability to write messages clearly	3.61	0.53	3.21	0.52	110	1.18	0.24	NS
17	Active listening to subordinate/superiors	3.60	0.50	3.32	0.49	110	0.27	0.79	NS
18	Interpretation of messages appropriately	3.60	0.47	3.42	0.50	110	-1.43	0.16	NS
19	Expressing ideas clearly.	3.50	0.50	3.27	0.51	110	0.19	0.85	NS
20	Wise use of feedback in communication	3.52	0.54	3.34	0.50	110	0.96	0.34	NS
<b>GRAND MEAN</b>		<b>3.65</b>	<b>0.19</b>	<b>3.28</b>	<b>0.56</b>	<b>110</b>	<b>1.16</b>	<b>0.25</b>	<b>NS</b>

**Key:** The following data are represented:  $X_1$  = Mean of Entrepreneurs;  $X_2$  = Mean of Graduates;  $SD_1$ ,  $SD_2$  = Standard Deviation of Entrepreneurs;  $df$  = Degree of Freedom; P-value = Probability value (2-tailed); t-cal = Calculated Test; S = Significant; NS = Not Significant.

The t-test summary of the replies from business education graduates and entrepreneurs about their interpersonal communication skills training needs to be self-reliant is shown in the table above. With 110 degrees of freedom, the probability value of every item was more than the criterion value of 0.05. Due to the fact that the p-value for items 13, 14, 15, 16, 17, 18, 19, and 20—which ranged from 0.05 to 0.85—was greater than 0.05, the null hypothesis that there is no

significant difference was not rejected. This also tallies with grand p-value of 0.25, which is greater than the predetermined probability.

**H0<sub>3</sub>:** There is no significant difference between the mean responses of entrepreneurs and graduates of business education in colleges of education on the Multi-media skills training needs of the graduates for self-reliance.

**Table 6: The t-test Analysis of the Mean Responses of Entrepreneurs and Graduates of Business Education on the Multimedia Skills Training Needs: N=112**

S/N o	Skills Items	$\bar{x}_1$	SD 1	$\bar{x}_2$	SD <sub>2</sub>	df	t-cal	P- valu e	Remark
21	Ability to use interactive white board to add comment, highlight test and, show website content.	3.6 2	0.5 3	1.1 6	0.6 1	110	-0.15	0.88	NS
22	Ability to edit and modify the recorded films to prepare multimedia learning materials	3.1 9	0.6 2	1.3 6	0.6 3	110	-0.61	0.54	NS
23	Ability to use suitable font and colour for easy reading of the texts	3.1 7	0.5 0	1.2 0	0.4 5	110	-3.56	0	S
24	Ability to set up multimedia for presentation	3.5 9	0.5 3	1.2 6	0.5 0	110	-0.37	0.71	NS
25	Ability to use digital video editing and production systems for video production	3.9 5	0.6 2	1.2 0	0.6 3	110	-0.61	0.54	NS
26	Ability to use multimedia database system for storing of records and data	4.0 8	0.5 3	1.3 4	0.3 9	110	2.38	0.02	S
27	Ability to create video files for administrative purpose	4.0 9	0.5 1	1.1 2	0.3 9	110	1.71	0.09	NS
28	Ability to create graphic files for administrative purpose	3.5 9	0.6 2	1.2 6	0.6 3	110	-0.61	0.54	NS
29	Ability to use camera to record video, store and transfer to computer system	3.4 1	0.4 9	1.2 8	0.4 5	110	1.29	0.20	NS
30	Ability to use multimedia applications eg, World Wide Web, video conferencing etc.	3.6 8	0.6 2	1.3 9	0.6 3	110	-0.61	0.54	NS
<b>GRAND MEAN</b>		<b>3.5 1</b>	<b>0.2 6</b>	<b>3.3 3</b>	<b>0.2 9</b>	<b>110</b>	<b>-0.09</b>	<b>0.93</b>	<b>NS</b>

**Key:** The following data are represented:  $X_1$  = Mean of Entrepreneurs;  $X_2$  = Mean of Graduates;  $SD_1$ ,  $SD_2$  = Standard Deviation of Entrepreneurs;  $df$  = Degree of Freedom;  $P$ -value = Probability value (2-tailed);  $t$ -cal = Calculated Test;  $S$  = Significant;  $NS$  = Not Significant.

It was discovered that the  $t$ -calculated ( $t$ -cal) value of 0.35 at 110 degree of freedom ( $df$ ) is greater than 0.05 level of significance based on the data shown on the  $t$ -test statistics in table 6. This result demonstrated that, when it comes to the graduates' requirements for acquiring multi-media skills training for self-reliance, the mean ratings of entrepreneurs and business education graduates from colleges of education do not significantly differ from one another. Consequently, the null hypothesis that there is no discernible difference in the respondents' mean ratings was upheld.

### **Discussion of Findings**

In relation to the research questions and null hypotheses that served as the study's guiding principles, the study's findings were evaluated. The information in Table 1 addressed Research Question 1. Graduates of business education programs require skill training in ten skill areas, on creative thinking abilities. These abilities include the capacity to recognize business opportunities, set realistic business objectives, plan both short- and long-term, Put resources in order to achieve goals, perform well under pressure, and use feedback based on objectives, inspire employees to be more creative in their motivation, deal with ambiguity and employ both synthetic and analytical reasoning. This result is consistent with Abanyam's (2014) findings, which indicated that students enrolled in business education don't have a lot of distinct creativity thinking skills.

### **Conclusion**

The study's goal was to ascertain the necessity for business education graduates at colleges of education to receive instruction in entrepreneurial skills, Ankpá, Kogi State. Business education graduates would need the training in order to work for themselves. Data were

gathered, examined, and evaluated. Based on the study's findings, it was concluded that Kogi State's business education graduates from college of education needed to be trained with skills in multimedia, creative thinking, and interpersonal in order to be independent. The study revealed that business education lecturers do not possess adequate multimedia authoring systems' skills required to design and develop, engaging, captivating and memorable instructional courseware. The study concluded that creative thinking, interpersonal communication, and multimedia skills are essential needs required to training graduates of business education in college of education.

### **Recommendations**

The study's findings led to the following recommendations:

1. To prepare graduates of the Kogi State College of Education for self-employment opportunities and training in Kogi state, the government should provide special grants for regular training and retraining of college of education graduates. This would assist in keeping them abreast of contemporary concepts and techniques that will improve self-reliance.
2. In order to help graduates of business education improve their communication skills for self-employment in Kogi State, the federal and state governments should make sure that they have access to communication facilities including reliable internet connection and laptops and other computer devices.
3. Frequent supervision should be taking place all the time by the



college of education lecturers in business education department.

- 4 State government should fund and equip college of education with modern ICT facilities required for effective teaching and learning.
- 5 In this economic recession era, business education lecturers should engage in personalized learning, there are free online courses and training videos and books which can be used to master skills and use to train others, instead of looking forward for the government to fund and make provision for training graduates.

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