



## **ENHANCING BUSINESS EDUCATION GRADUATES IN KANO STATE FOR EMPLOYABILITY THROUGH ENTREPRENEURSHIP SKILL ACQUISITION**

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### **Abstract**

*The study assessed enhancing business education graduate in Kano State for employability through entrepreneurship skill acquisition. The population comprised 54 respondents made up of 31 OTM lecturers from Federal College of Education (Technical) Bichi and 23 OTM lecturers from Federal College of Education, Kano. All the respondents were used for the study because of the small number of the population involved. The instrument for data collection is a 4- point rating scale of Very Highly Required (4 points), Highly Required (3 point), Moderately Required (2 points) and Not Required (1 point). Mean and standard deviation were used to analyse the data generated from the answer to the research questions, while z-test was used to test the hypotheses at 0.05 level of significant. The findings of the study showed that the respondents agreed that all the entrepreneurial skill items were all higher required in enhancing employability of business education graduates. The study was concluded that the entrepreneurship skills in the study could serve both as operational guidelines for those in the business as well as training package for new entrants. It was also recommended amongst others that business education graduates must be exposed to various entrepreneurship skill areas and endeavour to equip themselves with all the skills for them to create, and maintain their customers' needs*

**Key Words:** Entrepreneurship, Skill Acquisition, Employability, Business Education

### **Introduction**

Education, as it is likely said, is the bedrock of a nation. For a country to perform exceedingly well in terms of national development, it has to have a strong thriving educational system. Equipping student with relevant skills is an important mandate of business education programme at both secondary and tertiary education in Nigeria (FRN, 2013). This is noted in the policy statement of National Policy on Education (FRN, 2013), which expressly stipulated that the primary goal of business education is to produce skilful and dynamic graduates for gainful employment or self employment. Higher educational institutions have fallen short of expectations because their output i.e the graduates lack the basic skills required by the labour market and this trend results in mass unemployment among the graduates and Nigerian youth (Ezeonwurie, 2019). The persistent increase in the unemployment rate in the country is alarming with the high unemployment rate of about 23.1 per cent, and underemployment of 16.6 per cent (National Bureau of Statistics, 2019). This condition is pathetic and has turned the country to the global poverty capital (World Poverty Circle, 2018). This has led to increasing rate of crimes and criminality, such as mass murders, insurgency, militancy, armed robbery, banditry, kidnappings and drug abuse, among others. Meanwhile, in order to reduce the poverty and unemployment problems in the country to the barest



minimum, intervention programmes are put in place, targeted towards inculcating in graduates right skills in entrepreneurship development and graduate employability to prepare them for the labour market to be employable and becomes employers of labour in the country. The significant roles played by entrepreneurship towards attainment of economic growth and development cannot be underestimated and it has been recognized by countries all over the world as a way out of social economic problem (Lawal & Williams, 2018). Supporting this statement, Mamman, 2021 assert that Entrepreneurship is the core skill which young graduates need in order to exploit the opportunities emerging from science and technology, culture and communications

Entrepreneurship has played a significant roles in the development of most national economies especially in the developed world. Entrepreneurship play relevant role in wealth creation, innovation, employment generation and economic growth Buttressing the above statement, Justina (2019). opined that entrepreneurship education has continued to feature as a captivating theme in both local and international conferences because of its importance role in fighting unemployment, social economic challenges inhibiting and sustainable development in all parts of the world. Recent studies have revealed that graduate entrepreneurship skills development strategy is required to enhance graduate employability and to make them becomes employers of labour in the country. (Akingbade 2021). Entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to meet an identified need and thereby creating wealth (Mamman, 2021). Entrepreneurship could also be said to be the creation of a skill in order to produce something new for a living. Entrepreneurship cannot be fully discussed in isolation of who an entrepreneur is. This is why Osuala in Ezeonwurie (2019) believed that there is no much dissimilarity between an entrepreneur and entrepreneurship. According to him, what appears to be the difference between the two concepts is that while an entrepreneur is describing the person or the actor, entrepreneurship is talking about the action, efforts, ability, skills, process, or sometimes the business unit itself.

Forentrepreneurship to thrive well and successfully, entrepreneurs must adequately possess the required entrepreneurial skills. Skill according to igbo in Baba (2021) is manual dexterity acquired through repetitive performance of an operation. Skill to the author is the ability to perform or carryout complex activity using one's muscular dexterity and cognitive skills with ease of operation in order to achieve a set goal. Skill acquisition is the ability to be trained on a particular task or function (Stephen, 2014). It is imperative that graduates be equipped with the requisite skills that will help them to generate employment. Supporting this fact, Baba (2021) identified the entrepreneur skill acquisition to include; planning skill, creative ability, management ability, financing management skill, thinking skill, problems solving skill. Furthermore, Ubulom (2012), Outline the entrepreneurial skill acquisition to include, are creative skills, marketing skills, flexible and visionary skills, interpersonal and managerial skills (personal image, attitude, habits and behaviour), techniques of communication (communication skills), problem-solving, and decision-making skills. This study will however focused on creative thinking skills, marketing skills and managerial skills as the entrepreneurial skill acquisition needed to enhance graduate employability.

Skill acquisition requires the gathering of various abilities that enhances tasks execution through the coordination of both theoretical and practical form of knowledge. (Isaac, 2014). It involves the training of people in different fields of trade under a legal agreement. Nwagu (2018) stated that entrepreneurial skill acquisition leads to employment generation in small and medium enterprise such as computer business centre, internet café amongst others. Entrepreneurial skills acquisition are said to be the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skills acquisition are those vital skills an entrepreneur needs to successfully run a business or add value to business.

Adeyemi, (2019) opined that acquisition of skills must be nurtured through proper education so that it can be directed towards enriching small business endeavours that will benefit the individuals and



the communities in which the entrepreneurs live. Entrepreneurship skills acquisition can also be defined as those skills that an individual should possess to enable him/her succeed in a virtual learning environment. For an entrepreneur to succeed in business, she needs creative thinking skill.

Creative thinking is one of the soft skills students require to navigate the contemporary world of work. It is all about being able to create new ideas out of existing situations or articulate a strategy. Supporting this statement, Mamma, (2021) opined that creative thinking skills helps the entrepreneur to plan, organize and manage small-scale or medium scale businesses; source for fund for the running of small-scale businesses, develop skill of keeping the accounting records of small-scale business, develop human and public relations skills, develop skills for the co-ordination of both human and material resources, acquire skills for effective supervision, develop skills for effective utilization of profit for the growth of an enterprise; and develop a broad based investment planning and implementation skills. In addition to creative thinking skill an entrepreneur also need effective marketing skill to remain in business.

An enterprise will continue to exist and survive only when customers and prospective customers continuously consumes its products. Hence. Kotler in Adewale (2020) sees marketing as getting the right goods and services to the right people, at the right place with right communication promotion. Buttressing further, Ezeonwurie (2019) posited that a marketer should be able to capture and retain customer Ezeonwurie said that since there is a realization that customer are the lifeblood of any profit oriented enterprise, their orders and payments are the reasons for the business to exist. To achieve effective customer relationship, she highlighted the following strategies such as knowledge of seasonal fluctuation of good, ability to determine the extent to which products will sell, and the ability to determine and interpret factors which indicate extent and strength of competition, knowledge of how to determine availability of goods/raw materials for production and storage of finished goods. Furthermore, without effective managerial skill, an entrepreneur may not survive in business.

Managerial skill plays a vital role in all business enterprise. It gives an entrepreneur direction on the day to day running of an enterprise. Management is the combination and utilization of the organization's scarce resources so as to achieve its pre-determine objectives. The managerial functions are: planning, organizing directing controlling and decision-making.

### **Statement of the Problem**

Business education is a programme of study that prepares its recipients with multiple skills for teaching and for entrepreneurial competencies for self reliance. The recipients of this programme are expected to utilize the acquired skills to generate employment putting into practice the entrepreneurial skills acquired from the programme. But the researcher observed that, OTM students do not graduate with adequate entrepreneurial skills needed for employment in the world of work. Graduates are unemployed because of lack of employability skills required. Based on this there is need for business education programme to accommodate adequate employability skills that will enhance graduate employability. Therefore, it is pertinent for the study to Outline the employability skill acquisition that will enhance graduates employability.

### **Research Questions**

#### **The following research questions guided the study**

1. What are the creative thinking skills acquisition required in enhancing graduate employability.?
2. What are the marketing skills acquisition required in enhancing graduate employability.
3. What are the managerial skills acquisition required in enhancing graduate employability.



**Hypothesis**

There is no significant difference in the mean response of the respondent on the entrepreneurship skill acquisition required in enhancing graduate employability.

**Research Methodology**

The study adopted survey research design. Owoso and Njoku (2018) stated that a survey research design is appropriate for studies dealing with peoples opinions, beliefs, attitude, motivation and behaviour. The survey research design is therefore considered suitable for this study because it sought the opinion of business education on entrepreneurial skill acquisition that will enhance employability. The population for the study comprised 54 respondents made up of 31 OTM lecturers from Federal College of Education (Technical) Bichi and 23 OTM lecturers from Federal College of Education, Kano. All the respondents were used for the study because of the small number of the population involved. The instrument for data collection is a 4- point rating scale of Very Highly Required (4 points), Highly Required (3 point), Moderately Required (2 points) and Not Required (1 point). Mean and standard deviation was used to analyse the data generated from the answer to the research questions, while z-test was used to test the hypotheses at 0.05 level of significant. The decision rule for the research questions were based on a cut-off point of 2.5 and above for Agree and below 2.5 points for Disagree. The Null hypothesis was accepted when the calculated value is less than the tabulated value and rejected, when the calculated value is greater than the tabulated value of 0.05 level of significant.

**Results**

**Research Question I:** What are the creative thinking skills acquisition required in enhance graduate employment?

**Table I: Mean ratings of the respondents on creative thinking skills acquisition required in enhance graduate employability. ( N=54).**

S/N	Item Statement	X	SD	Remark
1.	Ability to identify business opportunities	3.13	0.86	Highly Required
2.	Skill to think of solutions outside the normal reasoning ways	3.17	0.71	"
3.	Ability to Plan ahead of time.	2.93	0.81	"
4.	Make long and short term planning	3.24	0.74	"
5.	Take decisions and act upon them	3.15	0.83	"
6.	Ability to cooperate with others and work as a team	3.28	0.65	"
7.	Evaluate all activities based on' set goals	3.00	0.86	"
8.	Ability to exhibit originality, innovativeness	2.80	0.95	"
9.	Set appropriate business goals	3.02	0.56	"
10.	Motivate workers innovatively to increase productivity	2.98	0.76	"
11.	Ability to cope with uncertainty	3.24	0.64	"
12.	Ability to reason analytically and synthetically	3.19	0.55	"
13.	Generation of ideas suitable to the opportunities	3.09	0.80	"
14.	Ability to work under pressure	2.94	0.99	"
15.	Make appropriate use of feedback	3.00	0.56	"
16.	Organize resources for goal attainment	3.06	0.65	"
17.	Being focused until result is obtained.	3.04	1.00	"



**Grand Mean**

**3.07** Require

The data presented in Table 1, shows that the respondents agreed that all the items on creative thinking skills acquisition are required in enhancing graduate employability. The mean ranging from 2.80 to 3.19 and standard deviation of 55% to 100% indicating that on all the items are required for graduate employability.

**Research Question 2:** What are the Marketing skills acquisition required in enhance graduate employability.?

**Table 2: Mean ratings of the respondents on Marketing skills acquisition required in enhance graduate employability. ( N=54).**

S/N	Item Statement	X	SD	Remark
18.	Knowledge of seasonal fluctuation of goods	3.02	0.97	Highly
1.	Required			
2.	Knowledge of how to capture and retain customers	3.15	0.78	“
3.	Determine the extent to which product will sell.	3.06	0.91	“
4.	Promote and sell the organizational products	3.43	0.78	“
5.	Determine what customers need	3.02	0.99	“
6.	Familiarity with various aspects of sales and salesmanship	3.39	0.62	“
7.	Be able to analyze demand and supply situation	3.54	0.57	“
8.	Determine and interpret factors which indicate extent and strength of competition	3.43	0.78	“
9.	Knowledge of good sales techniques	3.44	0.81	“
10.	Carry out good marketing and information research	3.09	0.67	“
11.	Be polite, tact and cheerful in dealing with customers	2.87	0.58	“
12.	Knowledge of advertisement	3.33	0.58	“
13.	Ability to capture customers’ attention and retain their patronage	2.98	0.71	“
14.	Ability to promote and market the organization’s products	3.41	0.77	“
15.	Ability to study the market forces of demand and supply	3.22	0.68	“
16.	Ability to possess the demeanour for effective salesmanship	2.89	0.81	“
<b>Grand Mean</b>		<b>3.07</b>		

From the data presented in table 2 above, it was revealed that the respondent agreed that all the items on marketing skills are required in enhancing graduate employability. The mean ranging from 2.87 to 3.54 and standard deviation of 57% to 99% indicate agreement on all items.

**Research Question 3:** What are the Managerial skills acquisition required in enhance graduate employability.?



**Table 3: Mean ratings of the respondents on Managerial skills acquisition required in enhance graduate employability. ( N=54).**

S/N	Item Statements	$\bar{X}$	SD	Remarks
1	Undertake basic steps in starting a business	3.20	0.75	Highly Required
2	Plan, direct and effectively control business operations	3.11	0.50	“
3	Manage time and meet job schedules	3.11	0.71	“
4	Set appropriate business goals	3.09	0.84	“
5	Implement plans for goal attainment	3.30	0.68	“
6	Evaluate all activities/operations in the process of goal attainment	2.91	0.84	“
7	Organize human and material resources	3.35	0.75	“
8	Knowledge of factors involved in overhead control	3.17	0.86	“
9	Knowledge of inventory control	3.24	0.74	“
10	Effectively delegate authority and monitor performance	3.17	0.59	“
<b>Grand mean</b>		<b>3.17</b>		

Result in table 3 indicate that all the identified managerial skills are required in enhancing graduate employability. The mean responses ranging from 2.91 to 3.35 indicates indicate agreement with standard deviation of 50% to 86%.

**Hypothesis**

There is no significant difference in the mean response of the respondent on the entrepreneurship skill acquisition required in enhancing graduate employability.

**Table 4: Z-test Analysis of respondent responses on the entrepreneurship skill acquisition required in enhancing graduate employability.**

Gender	N	Mean	SD	df	z-cal	z-crit	Remark
Male	34	3.06		0.84			
Female	20	3.25	0.77		52	-0.25	2.00
							Upheld

The data in Table 4 indicated that the calculated x-value of -0.25 and the z-critical value of 2.00 at 52 degree of freedom and at 0.05 level of significant suggest that there is no significant difference in the mean response of male and female business educators on the entrepreneurship skill acquisition required in enhancing graduate employability.

**Discussion**

The findings of the study in Table 1 revealed that all the seventeen creative thinking skills were highly required in enhancing graduates employability. The result of the investigation also indicates that OTM curriculum needs to be reviewed and amended so that all the creative thinking skills acquisition required in enhancing graduate employability are incorporated. This is in line with



Mamman (2021) who assert that business education graduates need training in creative thinking skills to function effectively in the business enterprises and also to ensures proficiency and competency in the performance of occupational tasks for economic benefits. The findings also support the view of Ubulom (2012), who said that creative thinking skills help in developing skills for the coordination of both human and material resources for effective supervision and utilization of profit for the growth of an enterprise.

The result of the investigation as shown in table 2 revealed that all the marketing skills are highly required by business education graduates in enhancing employability and also for effective enterprise. The findings on the marketing skills required in enhancing graduate employability is in tune with the findings of Bianze in Ezeowurie (2017) who found out that the skills that are needed by graduates to succeed on the marketing include: ability to calculate time of production, determine what customer needs, search for market, record financial transaction and promoting and selling the organizational products among others. In addition, Kotelr in Ezeowurie (2017) stated that activities in marketing involve getting the right goods and services to the right persons at the right place with right communication promotion and determining the extent of acceptance of the products in the markets.

The findings on managerial skills in Table 3 revealed that the ten skills are required by business education graduates in enhancing employment and to achieve success in business enterprise. The result of this study agrees with that of Ezeh and Eze (2021) who opined that managerial skills include adopting basic steps in starting a business, delegate authority and monitor performance, determine risks and risk management, among others. Ile as quoted by Ezeonwurie (2016), also described managerial skills as activities that involve getting tasks completed within an organisation through in a dynamic setting.

### **Conclusion**

Based on the findings of this study, it could be concluded that entrepreneurship skills are required in enhancing employability. Lack or absence of these skills affects graduates in embarking on any business venture. The entrepreneurial skills would enable business education graduates to handle all types of documents for their customers and thereby meet their customers' satisfaction successfully. The skills could serve both as operational guidelines for those in the business as well as training package for new entrants. The study has provided information on entrepreneurship skills that are required in business education graduates in Kano state for employability. Therefore, business education graduates need to combine all the skills identified or listed therein for effective business management.

### **Recommendation**

- Based on the findings of the study the following recommendation were made
1. Workers should be motivated innovatively through seminars, workshop to increase productivity.
  2. Entrepreneurs should exhibit originality, innovativeness in all business dealings
  3. They should be able to determine and interpret factors which indicate extent and strength of competition
  4. Familiarity with various aspects of sales and salesmanship
  5. Effective delegation of authority and monitoring performance
  6. Business should be plan, direct and effectively controlled

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