



## INFLUENCE OF BUSINESS EDUCATION CURRICULUM ON ENTREPRENEURSHIP SKILLS OF MODIBBO ADAMA UNIVERSITY GRADUATES IN ADAMAWA STATE, NIGERIA

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### Abstract

The main objective of study was to assessed the influence of business education curriculum on entrepreneurship skills of Modibbo Adama university graduates in Adamawa state, Nigeria. Two research questions and two null hypotheses were raised and answered. The study adopted a descriptive survey design and the population constituted of 49 business education graduates of Modibbo Adama University, Yola. There was no sample since the population size was small and manageable. The instrument for data collection was a 20-items structured questionnaire titled: Influence of Business Education Curriculum on Entrepreneurship Skills Questionnaire (IBECESQ) and was validated by three experts from the Department of Vocational Education, Faculty of Education, Modibbo Adama university Yola, Adamawa state, Nigeria. In order to determine the reliability, the instrument was administered to 20 Business Education graduates, who were not part of the research study. Their responses were analyzed using the Cronbach alpha method, which yielded the coefficient alpha value of 0.73. The instrument was further administered to respondents by the researcher, with the help of two trained research assistants. The major findings of the research revealed that: business education curriculum has no significant influence on marketing skills and financial management skills of graduates of Modibbo Adama university Yola, Adamawa state Nigeria, the  $P \geq 0.05$ . It was concluded that the curriculum of business education doesn't adequately provides the graduates of business education with marketing and financial management skills to be a successful entrepreneur. In line with the findings and conclusion, the study recommended among others that market observations should be included in business education curriculum as a compulsory course especially those students specialising in marketing, and should be properly supervised, assessed and pass before graduating. This will help in providing the students with practical knowledge and experienced on marketing skills that are lacking by some graduates of business education.

**Key Word:** Influence, Business Education, Curriculum, Entrepreneurship Skills and Graduates.



## **Introduction**

Education plays a momentous contribution in widening students' knowledge and skills as well as increasing the possibility of the students to be employed after graduation. Business education is that type of education that seeks to improve individuals for business occupations. Business education is the education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for efficiency of the economic system. One of the objectives of business education curriculum is make available to all student's opportunities to explore and learn the world of business and the possible interest and potential careers it has to offer.

Curriculum refers to all students' school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems. Onyi (2012) stated that the curriculum emphasizes on what students can do with knowledge, rather than what units of knowledge they have, the essence of 21st-century skills. Business education curriculum is a planned sequence of formal courses and other activities and learning experiences which a student follows in an attempt to achieve particular educational objectives. Business education curriculum specifies what should be taught, who shall be enrolled, how business education objectives should be obtained, at what level of specificity should business education objectives be formulated and who shall do evaluation in business education for what purpose. A sound curriculum should enable business educator to acquire the skills necessary for entrepreneurship. This implies that curriculum is the foundation on which education is anchored.

Business education curriculum at the university education level equips the students with skills in entrepreneurship, marketing, accounting, ICT and office management which will enable the students manage small scale enterprise on graduation. An entrepreneur is bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. Entrepreneurship education is considered as the most important factor to determine a person's intention to become an entrepreneur (Danlami, 2023). It is also regarded as a 'weapon' for living in a modern world. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client). Business education programme at university education provides a study in entrepreneurship skill acquisition to prepare students of the programme for business entrepreneurship. Agbaonlahor (2016) stated that the entrepreneurial skills should consist of five basic skills which include: human resource management skills, financial management skills, innovative skills, customer skills and marketing management skills.

Marketing is the process or technique of promoting, selling, and distributing a product or service. The ability of an entrepreneur to be successful largely depends on his knowledge and skills to market his goods and services (Gidado & Akaeze, 2014). In the work place, skill is what the workers give in exchange for remuneration. If the skill (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker gets satisfaction and the employer gets satisfactoriness in correspondence. This process, if sustained culminates in promotion, retaining and prolonged tenure that leads to productivity. Inculcation of marketing skills is among the focus of business education. Ibrahim (2017) observed that marketers conduct surveys leading to the identification of people's needs and wants and develop products that would meet those needs and wants. This implies that business education could promote entrepreneurship through making entrepreneurs to properly perform their entrepreneurial functions. This is because the knowledge of marketing would prompt them to make good use of the four-Ps of marketing namely; product, price, place and promotion. It is expected that this would lead to the development of sound product idea which would be translated into an acceptable product in the market.



Similarly, if it is a business of trading, an understanding of the product mix will make an entrepreneur to procure products that will be appealing to the customers. Acquisition and utilization of the right marketing skills will promote entrepreneurship by leading to proper and acceptable pricing of the product, making it available at the right place and time as well as using the right promotional technique(s) to stimulate customers to buy the product (Gidado & Akaeze, 2014). The failures of many entrepreneurs were attributed to lack of the following marketing skills: marketing information skills, marketing research skills and data collection skills (Chinazor, 2021). In the opinion of Hadi (2019) some entrepreneurs lack the methods and data interpretation skills, segmentation skills, strategic and planning skills and pricing mathematics skills. While Faruk (2022) stated that the major problems affecting entrepreneurs are lack of pricing strategy skills, channel management skills, product development skills, advertising skills, personal selling skills and sales promotion skills.

The financial/capital school of thought views the entire entrepreneurial venture from a financial management stand point. They view entrepreneur as decisions involving finances occurring at every major point in the venture process. Accounting education is an integral part of business education. It is thus, a potent tool for promoting financial prudence and business success. According to Almangy (2020), the inability of some small and medium-scale entrepreneurs to keep financial records negatively affect the growth of their businesses, ability to secure loans from financial institutions and determination of cost and profit. The knowledge of business education would therefore help toward proper keeping of financial records. It would also guide the entrepreneurs in cost analysis, inventory control and profit determination. For an individual to have the skills to seek funds and apply the funds for investment opportunities and succeed, is very important to developing his/her financial management skills and other relevant skills. Edet and Udida (2019) asserted that financial management skills are highly needed for effective management of small-scale business. They listed the following skills required of an entrepreneur, these are ability to; find out sources of capital to start business, prepare simple financial inventory, recognize the true position of the business e.g., profit or loss and know how to obtain loan.

More to that, Akhuenkhan et al. (2013) identify some financial management skills that are lacking by entrepreneurs, in effective management of their businesses, and these include: inability to prepare simple budget, inability to determine employees' wages and benefit and failure to avoid unplanned expenditure. Chinazor (2021) said that a good entrepreneur should maintain a limit personal expenditure from the business, invest business finances wisely, have adequate knowledge of tax regime and have knowledge of simple business laws entrepreneurial capabilities and skills explain the reason why one person takes successful advantage of an opportunity while another person who is equally knowledgeable does not. For the business education graduates not to fall victim of unemployment they need to have a comprehensive entrepreneurship training to activate their innate potentials and financial management skills for self-survival. It is on the basis of this background that the study seeks to influence of business education curriculum on entrepreneurship skills of Modibbo Adama university graduates in Adamawa state, Nigeria.

### **Statement of Problem**

The Federal Republic of Nigeria (FGN, 2014) stated that, there is need to educate the citizen by equipping them with the requisite skills and knowledge that will enable them become not only job seekers but also employable, self-reliant and job creators. Ali in Ibrahim (2017) states that dearth of employment related skills; entrepreneurial skills and ignorance of the work environment among youths have caused economic and personal hardship within the past few years. With so many graduates in the labour market, employers look for evidence of skills which would make an individual stand out from the crowd. In the last decade there had been growing economic downturn in the country leading to a situation of drop in the capacity of government and corporate organizations to provide employment to graduates of institutions of higher learning. This has been the case with graduates of business education from universities. The situation has led to a paradigm shift from relying on government jobs to the acquisition of entrepreneurial skills for self-reliance.

Almangy (2020) stated that some graduates of business education lack adequate financial management skills and marketing management skills. Faruk (2022) stated that many employers complained that business education graduates lack good customer relations, lack marketing skills, lack human resource management skills, lack financial management skills, lack skills to work under pressure and lack maintenance culture. Could these inadequacies be as a result of inadequate business education curriculum content to address these skills gaps at university level? Could it be that the skills learnt in the classroom are different from what is obtainable in work place? Could it be as a result of lack of basic facilities for acquisition of these basic skills?



Based on the factors and issues emphasized above, there may exist skills gap in the curriculum of business education in universities. Therefore, the focus of the researcher is to systematically investigate and document on influence of business education curriculum on entrepreneurship skills of Modibbo Adama university graduates on their graduation to enable them cope with managing a successful business venture in order be self- reliant in the face of unemployment and economic recession in Nigeria.

### **Research Questions**

The main objective of the study was to assessed the influence of business education curriculum on entrepreneurship skills of Modibbo Adama university graduates in Adamawa state, Nigeria. In line with the above, the study was guided by the following research questions: -

1. What is the influence of business education curriculum on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria?
2. What is the influence of business education curriculum on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

*H<sub>01</sub>* : Business education curriculum has no significant influence on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria.

*H<sub>02</sub>* : Business education curriculum has no significant influence on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria.

### **Methodology**

This study employed a descriptive survey design. It involves structured collection of data using questionnaire from a sizable population. The total population of the research study comprised of 49 registered graduates of Business Education engaged in small and medium scale business in Adamawa State, Nigeria and there was no sample size for the study as the whole population was taken because it is manageable. The instrument for data collection was 20 items structured questionnaire titled: Influence of Business Education Curriculum on Entrepreneurship Skills Questionnaire (IBECESQ) and was validated by three experts from the Department of Vocational Education, Faculty of Education, Modibbo Adama University Yola, Adamawa state, Nigeria. In order to determine the reliability, the instrument was administered to 20 business education graduates engaged in small and medium scale businesses, at Gombe, Gombe state who were not part of the research study. Their responses were analyzed using the Cronbach alpha method, which yielded the coefficient alpha value of 0.73. The instrument was further administered to respondents by the researchers, with the help of two trained research assistants. The questionnaire was retrieved as soon as they were completed. A total number of 48 out of 49 business education graduates engaged in small and medium scale businesses responded to the instrument. The data collected from the respondents were analyzed using mean and standard deviation statistics. The mean and standard deviation was used to answer the research questions and simple linear regression analysis was used in the test of hypotheses. In the questionnaire, the items were based on four-rating scale, and weighed on the following scale: Very High Influence (VHI) 4 points, High Influence (HI) 3 points, Low Influence (LI) 2 points, and Very Low Influence (VLI) 1 point (4+3+2+1) 10.  $10/4 = 2.50$ . Cut off point for decision rule as to high influence or low influence. A weighted mean of 2.50 and above was considered as high influence, while a weighted mean of 2.49 and below was regarded as low influence. For the test of hypotheses, if p - value was less or equal to 0.05, the null hypothesis was failed to retained. However, where p-value was greater or equal to 0.05 ( $p > 0.05$ ), then the null hypothesis was retained. All the null hypotheses were tested at significance level of 0.05.



**Results**

**Research Question One:** What is the influence of business education curriculum on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria?

To answer research question one, the responses obtained from respondents were analysed using mean and standard deviation as shown herein.

**Table 1: Present the Means and Standard Deviation of Responses on Influence of Business Education Curriculum on Marketing Skills of Graduates, n=48**

S/N	Items/Statements	$\bar{X}$	SD	Decision
1	Curriculum of business education provides me with technique of promoting my goods and services.	2.11	1.45	Low influence
2	Curriculum of business education provides me with right attitude of handling disagreement with customers.	2.23	1.49	Low influence
3	Curriculum of business education provides me with the skill of conducting a survey to identify the needs of my customers.	1.99	1.41	Low influence
4	Curriculum of business education provides me with the skills to developed the products that would meet the needs and wants of my customers.	2.40	1.54	Low influence
5	Curriculum of business education provides me with sales promotion skills.	1.97	1.40	Low influence
6	Curriculum of business education provides me with strategic and planning skills.	2.00	1.41	Low influence
7	Curriculum of business education provides me with channel management skills.	2.43	1.56	Low influence
8	Curriculum of business education provides me with advertising skills.	1.93	1.39	Low influence
9	Curriculum of business education provides me with personal selling skills	1.97	1.40	Low influence
10	Curriculum of business education provides me with right skills to segment my market for making good sales.	2.19	1.48	Low influence
<b>Grand Weighted Mean</b>		<b>2.12</b>	<b>1.46</b>	<b>Low Influence</b>

Source: Field Survey, 2023.

Data obtained in Table 1 reveal that all the 10 items had mean ratings ranging from 1.93 to 2.43 with grand mean of 2.12 and standard deviation valued at 1.46, indicating that business education curriculum had low influence on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria.

**Research Question Two:** What is the influence of business education curriculum on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria?

To answer research question two, the scores collected were summarized in Table 2.

**Table 2 Present the Mean and Standard Deviation of Responses on Influence of Business Education Curriculum on Financial Management Skills, n=48**

S/N	Items/Statements	$\bar{X}$	SD	Decision
11	Curriculum of business education provides me with different skills of different sources of capital to start business.	2.46	1.57	Low influence
12	Curriculum of business education provides me with skills of preparing simple financial inventory.	2.14	1.46	Low influence
13	Curriculum of business education provides me with the skills of recognize the true position of the business.	1.97	1.40	Low influence
14	Curriculum of business education provides me with the skills of determining profit or loss.	2.48	1.57	Low influence



15	Curriculum of business education provides me with the skills of knowing how to obtain loan.	2.25	1.50	Low influence
16	Curriculum of business education provides me with the skills of preparing a simple budget.	1.90	1.38	Low influence
17	Curriculum of business education provides me with the skills of determining employees' wages and benefit.	1.97	1.40	Low influence
18	Curriculum of business education provides me with the skills to avoid unplanned expenditure.	2.18	1.48	Low influence
19	Curriculum of business education provides me with the skills of investing in business finances wisely.	2.29	1.51	Low influence
20	Curriculum of business education provides me with the skills of proper keeping of financial records.	2.33	1.52	Low influence
<b>Grand Weighted Mean</b>		<b>2.20</b>	<b>1.48</b>	<b>Low Influence</b>

Source: Field Survey, 2022.

Data obtained in Table 2 reveal that all the 10 items had mean ratings ranging from 1.90 to 2.48 with a grand mean of 2.20 and standard deviations valued at 1.48, indicating that business education curriculum had low influence on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria.

**Test of Research Hypotheses**

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

**H0<sub>1</sub>** : Business education curriculum has no significant influence on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria. The test of this null hypothesis can be seen as summarised in table 3.

**Table 3: Summary of Simple Regression of the Influence of Business Education Curriculum on Marketing Skills.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
Business Education Curriculum	41.234	7.075	3.422						
Marketing Skills	.173	.199	.715	.088	.958	0.958	.719	0.768	H <sub>01</sub> Retained

\*Significant, p < 0.05. Source: Field Study 2023.

Table 3 reveals the analysis of business education curriculum in relation to marketing skills. The table, indicates that R<sup>2</sup> value is .719 Beta = .958 and p = .088. This implies that 71% of marketing skills was dependent upon the business education curriculum of the graduates. Thus, since p - value of .088 is greater than the level of significance of 0.05, this implies that business education curriculum has no significant influence on marketing skills of the graduates of Modibbo Adama university Yola, Adamawa state, Nigeria. Therefore, the null hypothesis which states that the business education curriculum has no significant influence on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria was retained.

**H0<sub>2</sub>** : Business education curriculum has no significant influence on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria.

The test of this null hypothesis can be seen as summarised in table 4.



**Table 4: Summary of Simple Regression of the Influence of Business Education Curriculum on Financial Management Skills.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
Business Education Curriculum	43.675	7.123	3.563						
Financial Management Skills	.167	.189	.717	.071	.897	0.897	.691	0.734	H <sub>02</sub> Retained

\*Significant,  $p < 0.05$ . Source: Field Study 2023.

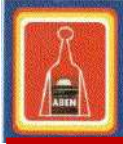
Table 4 reveals the analysis of business education curriculum in relation to financial management skills. The table, indicates that  $R^2$  value is .691 Beta = .897 and  $p = .071$ . This implies that 69% of financial management skills was dependent upon the business education curriculum of the graduates. Thus, since  $p$  - value of .071 is greater than the level of significance of 0.05, this implies that business education curriculum has no significant influence on financial management skills of the graduates of Modibbo Adama university Yola, Adamawa state, Nigeria. Therefore, the null hypothesis which states that the business education curriculum has no significant influence on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria was retained.

### Discussion of Findings

With reference to research question one which sought to establish influence of business education curriculum on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria by the underlying factors. The null hypothesis ( $H_{01}$ ) in Table 3 had results showed that business education curriculum has no significant influence on marketing skills of the graduates of Modibbo Adama university Yola, Adamawa state, Nigeria, indicating that the hypothesis was retained. The study found that based on the analysis of the data collected from the respondents that curriculum of business education doesn't provides its graduates with the skill of conducting a survey to identify the needs of customers. This finding is in line with Agbaonlahor (2016) stated that the major problems affecting graduates of business education are lack of pricing strategy skills, channel management skills, product development skills, advertising skills, personal selling skills and sales promotion skills. Again, the result also agreed with Almany (2020) who supported that the failures of many graduates of business education were attributed to lack of the following marketing skills: marketing information skills, marketing research skills and data collection skills.

The findings of the study were not in consonance with what Chinazor (2021) stated that the curriculum of business education provides graduates with strategic planning skills and technique of promoting my goods and services. Thus, the result of this study reveals that the business education curriculum has no significant influence on marketing skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria at  $P \geq 0.05$ .

The findings of research question two and test of null hypotheses ( $H_{02}$ ) in Table 4 which looked at the influence of business education curriculum on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria. The data collected was analysed and the result revealed that business education curriculum has no significant influence on financial management skills of the graduates of Modibbo Adama university Yola, Adamawa state, Nigeria. This is found related to the work of Edet and Udida (2019) who found that the business education curriculum has not adequately provides students with different skills on different sources of capital to start business upon their graduations. In addition to above, Hadi (2019) identify some financial management skills that are lacking by entrepreneurs, in effective management of their businesses, and these include: inability to prepare simple budget, inability to determine employees' wages and benefit and failure to avoid unplanned expenditure.



The result of the study is contrary to what Faruk (2022) noted that business education curriculum provides the graduates with the skills of proper keeping of financial records and determining profit or loss of businesses. Danlami (2023) said that a good entrepreneur should maintain a limit personal expenditure from the business, invest business finances wisely, have adequate knowledge of tax regime and have knowledge of simple business laws entrepreneurial capabilities and skills explain the reason why one person takes successful advantage of an opportunity while another person who is equally knowledgeable does not. Thus, the result of this study reveals that the business education curriculum has no significant influence on financial management skills of graduates of Modibbo Adama university Yola, Adamawa state, Nigeria at  $P \geq 0.05$ .

### **Conclusion**

Based on statistical analysis of the data, findings and discussions in the work, the researcher concluded that the curriculum business education doesn't adequately provides the graduates of business education with marketing and financial management skills to be a successful entrepreneur. Therefore, addressing these deficiencies in the curriculum would add greatly in providing our graduates with adequate marketing and financial management skills needed to be a successful entrepreneur that will add value to the national income by graduates of business education.

### **Recommendations**

In line with the findings and conclusion, the following recommendations were made:

1. Market observations should be included in business education curriculum as a compulsory course especially those students specialising in marketing, and should be properly supervised, assessed and pass before graduating. This will help in providing the students with practical knowledge and experienced on marketing skills that are lacking by some graduates of business education.
2. The government at all levels should organised seminars and workshops twice a year or annually, in order to update both lecturers, students and graduates of business education on the recent financial management skills needed to be a successful entrepreneur.

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