



ROLE OF ENTREPRENEURSHIP EDUCATION ON BUSINESS SKILLS DEVELOPMENT OF BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS OF SOKOTO STATE

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Abstract

The study examined the role of entrepreneurship education on business skills development of business education students of tertiary institutions in Sokoto state. The study adopted a cross sectional survey research design to elicit information from respondents. The population of the study consisted of all NCE and UG students in the tertiary institutions of Sokoto state offering business education which stood at seven hundred and twenty five (725) students. Purposive sampling method was used to select two hundred and forty eight (248) for the study using Krejcie and Morgan 1970 table. The study made use of a well structured questionnaire which was validated by experts in measurement and evaluation, and a total of two hundred and six (206) respondents completed and returned the questionnaire. The validity of the research instrument was 0.71 and reliability of the instrument was determined using the Cronbach's alpha with a value of 0.75. The study formulated three research questions and three hypotheses for the study. Descriptive statistics were used to analyze the research questions, while the hypotheses were tested using Analysis of Variance (ANOVA) and simple regression at 0.05 significant levels. The study revealed that entrepreneurship education has significant influence on business planning skills and marketing skills of business education students of tertiary institutions in Sokoto state, whereas the study revealed that there is no significant relationship between entrepreneurship education and financial management skills of the students. Based on the findings, it was recommended that management of tertiary institutions in the state are enjoined to engage business education students on entrepreneurial education processes to equip them with more ideas and concepts on the importance of finance. They are also encouraged to seek the help of entrepreneurial role models and mentors to actualize their outlook.

Keywords: Entrepreneurship Education, Business Planning Skills, Marketing Skills, Financial Management Skills and Tertiary Institutions

Introduction

Business education students in Nigeria's tertiary institutions must strengthen their business abilities through Entrepreneurship Education (EE). By incorporating entrepreneurship education into the curriculum, business educators may help students develop the knowledge, attitude and practical skills they will need to launch and run their own enterprises. Among students studying business education at tertiary institutions in the nation, entrepreneurship education has the ability to foster a variety of skills, including business planning, marketing and financial management skills that contribute to sustainable industrial development and national unity. Against this backdrop, it becomes imperative to empower business education students in tertiary institutions of Sokoto state in order to enhance their spirit of self-reliance, self-respect for accessing gainful employment skills that could be of use to them even after graduation, given the fact that jobs are rarely available today.

The best approach to equip young people to realize their entrepreneurial education potentials according to many academics is through acquisition of functional skills. Egbefo and Abe (2017), believed that that entrepreneurship education contributes to a country's economic development because it equips young people with manipulative skills; business planning skills, interpersonal skills, time management skills, marketing skills and financial management skills which in turn improve their capacity for creativity, manageability, organization, planning, innovation and resource management. This would enable youth to



address the country's productivity issues. Oyeyinka (2017) stressed that youth in the United Kingdom (UK) are duly involved in entrepreneurial activities that allow them to start, run and manage small and medium enterprises (SMEs), which are considered as a way to achieve improved chances for entrepreneurial development regardless of their educational background.

Idleness among youth remains a major challenge of modern economies around the globe of which Nigeria is not an exception. This has resulted in poor enterprise culture which had led to the present situation of Nigeria as a driver of poverty and social vices (Dandago & Muhammad, 2014). Nwogwu (2017) also noted that the Nigerian government at different times had established several intervention programmes to economically empower the youth particularly at grassroots level which included the National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP), National Economic Empowerment and Development Strategy (NEEDS) and Entrepreneurship Education in Schools from Primary to Tertiary institutions levels to mention few, but the impact of these programmes is yet to be felt by most youth of tertiary institutions in Nigeria.

According to the National Bureau of Statistics (2022), Nigeria's educated youth make up a sizable portion of the country's 43% of unemployment rate. The report further mentioned that the rate of unemployed youth IN Sokoto state is projected to be 61%. In a similar vein, this suggests that majority of Nigeria's educated youth are unemployed. This is why Sokoto State was listed as one of the states with the highest prevalence of poverty (NBS, 2021) with 81.2% poverty rate in the federation. This main objective of this study is to investigate how entrepreneurship education aids in the development of business skills among business education students at tertiary institutions in Sokoto state.

Research Questions

The following research questions were raised:

- i. What is the relationship between Entrepreneurship Education and Planning Skills of Business Education students in tertiary institution of Sokoto state?
- ii. What is the relationship between Entrepreneurship Education and marketing skills of Business Education students in tertiary institution of Sokoto state?
- iii. What is the relationship between Entrepreneurship Education and financial management skills of Business Education students in tertiary institution of Sokoto state?

Research Hypotheses

The following null hypotheses were formulated to guide the study.

- H₀1: There is no significant relationship between entrepreneurship education and business planning skills among business education students of tertiary institutions in Sokoto state.
- H₀2: There is no significant relationship between entrepreneurship education and marketing skills among business education students of tertiary institutions in Sokoto state
- H₀3: There is no significant relationship between entrepreneurship education and financial management skills among business education students of tertiary institutions in Sokoto state.

Concept of Entrepreneur and Entrepreneurship

As one of the four factors of production, entrepreneurship is defined differently by various academics. Each of these scholars uses a theory that, in their opinion, best encapsulates what distinguishes a great entrepreneur. An entrepreneur, according to Kurya (2002), is someone who quickly recognizes an opportunity, seizes the opportunity, and looks for the necessary elements or resources (land, labor, and money) to realize it. Accordingly, Ogbondah and Nwogu (2017) Richard Cantillon, an Irishman was credited with coining the term "entrepreneurship" for use in business. Cantillon noted that taking risks is essential to the entrepreneurial function. Successful business people look for investment possibilities, generate jobs and improve society's quality of life, which results in better use of both human and natural resources. According to Solomon (2016), entrepreneurship is the willingness and ability of an individual or group to explore for investment opportunities, launch and sustain a profitable firm. This suggests that part of being an entrepreneur is pooling your financial and human resources and looking for business opportunities where you can invest them in order to start and run a profitable business.



Entrepreneurship Education and its Goals

According to the Consortium for Entrepreneurship Education (2004), learning about entrepreneurship is a lifelong process that begins in elementary school and continues through all levels of education including adult education. This viewpoint was held by Broom (2000), who stated that "the principles of entrepreneurship education are increasingly considered valuable for students at all levels." All students in member countries of the European Union, including the United Kingdom, Cyprus, Ireland, Slovenia, etc., are exposed to entrepreneurial education in this regard, which helps them develop business skills such as planning skills, marketing skills and financial management skills (European Commission, 2007).

Entrepreneurship education encompasses a variety of experiences that offer students with skills and competences they need to seize and transform opportunities into workable actions. According to Sofoluwe *et al.* (2011), entrepreneurship education is defined as a pragmatic and meaningful interaction between the learner and teacher that fosters students' ability to recognize, assess and generate ideas. Mauchi *et al.* (2011), are of the view that the main essence of entrepreneurship education is to give people the capacity to understand commercial entrepreneurship education as a specialized training to the students or trainees to develop skills, ideas, managerial capabilities and capabilities for self-employment rather than employed for wage pay. Akande (2011), posits that the purpose of entrepreneurship education is to help students develop the entrepreneurial talents and skills necessary to become independent and self-employed. The ability to take risks, create chances and resources, show steadfast devotion to a purpose, deal with change, and generally act with an entrepreneurial mindset are all examples of entrepreneurial capacities.

Concept of Business Skills

In entrepreneurship, the process of acquiring and enhancing the specific skills and knowledge necessary to effectively start, manage and grow a business venture is known as business skills development. These skills are vital for entrepreneurs to navigate the challenges and intricacies of the business world. The key components of business skills development include:

Business Planning Skills

This skill enables a person to think ahead, achieve objectives and prevent emotional, financial, physical or social challenges (Kibuuka, 2001). It also enable a person to make or carry out decisions. The Employee Development Systems, Inc. (EDSI) (nd) referred to business planning skills as survival skills, suggesting that in order for a manager or business owner to thrive in the rapidly evolving business world of today, they must engage in efficient planning. Business planning involves establishing objectives, mobilizing and allocating resources (George & Johns 2021; Mullins (2022). This means business planning enables managers to spend fewer resources than they otherwise would, enabling them to accomplish more with fewer resources. It also entails creating a business plan from an entrepreneur's and corporate standpoint.

Marketing Skills

Marketing skills refer to any human activities aimed at fulfilling the needs and desires of consumers. These skills include the ability to connect with and understand consumers, build strong relationships with clients and colleagues and effectively communicate marketing messages and ideas. Such skills are crucial for a marketer's success in areas like customer engagement, teamwork and negotiation (Meson, 2024). According to Osuala (1993), marketing skills involve the ability to identify consumer needs, design and develop products or services to meet those needs and select the most effective strategies for selling, promoting and distributing those products or services. This perspective highlights marketing skills as a process through which a company's productive capacity is utilized to satisfy a range of social and individual needs. This definition emphasizes the importance of making a product or service available at the right time, place, and in the desired form to meet client needs. It also encompasses assessing client demands and launching products or services to fulfill those needs, with services often provided alongside products as a necessary complement.

Financial Management Skills

The entrepreneur makes numerous financial decisions. Okoye and Nwangwu (2021) noted that financial skills include the ability to predict how much money will be accessible to a company in the future, ability to track how much cash a company has on hand at any particular time, ability to keep and update



accounts, estimate costs, prepare and interpret financial statements, identify sources of funding, understand the steps involved in obtaining a loan from a financial institution, and prepare ledgers and draw a trial balance. Therefore, small business owners who want to grow, sustain, and expand their businesses need good financial skills. This means financial records assist business owners with cost analysis, inventory management and profit estimation. This implies that the development of financial management skills is crucial for the entrepreneur to succeed since they will enable them to find funding, invest it wisely and generate income and profit for their businesses.

Empirical Review

In terms of research activity, studies on the development of business skills in entrepreneurial education have gained significant attention in recent years. A study by Ugochukwu and Ethel (2016) that looked into the connection between entrepreneurial education and a decline in unemployment in Anambra State, Nigeria, is one of many studies that are comparable to this one. The study's focus was on the state's youth in the five (5) Local Government Areas that were chosen. Using the convenience sample technique, 30 young individuals were randomly selected from each Local Government Area's population. This indicates that the sample for the study consisted of 150 teenagers in total. The first, second, and third hypotheses investigated, in turn, the relationships between entrepreneurship education, entrepreneurial characteristics, entrepreneurship empowerment and reduced unemployment. The test findings show that the variables in the first, second, and third hypotheses are significantly and positively correlated. Egbefo and Abe (2017) explored entrepreneurship education (EE) as one of the key instruments for youth empowerment, industrial development, and strengthening national integration in Nigeria. The study looked at the necessity of relevant agencies working in harmony with the EE programme to address these concerns. The study came to a conclusion and suggested that through EE, the country's efforts to empower youth, expand the industrial sector, and strengthen national integration would eventually succeed. As a result, the study's contribution was more theoretical than empirical. In other words, it did not offer any scientific proof of the strength of the connection.

The study by Chinasa *et al* (nd) examined how students at Nigerian universities in the South-east Geopolitical Zone acquired entrepreneurial education and skills. The population of the study was 51,085 students from the selected universities who were in their final year. a sample of 1530 people was selected using stratified proportionate representation, chosen. Data were gathered using a four-point scale to address three research questions. A reliability of $r = 0.79$ was determined. Findings showed that costing, business law, and advertising are some of the skills students should learn to become independent, and they came to the conclusion that those who wish to survive the unemployment rate must work to pick up these abilities.

This study looked at the motivation for self-reliance and the development of entrepreneurial abilities. Two research questions and two null hypotheses were developed to help the study achieve its objectives. For this study, a survey research design was used. A simple random selection procedure was used to pick a sample of two hundred eight (280) respondents from the population of twenty-five thousand, eight hundred and five (25,805) secondary school students. The primary tool was a research questionnaire. The Pearson Product Moment Correlation statistical analysis was employed to assess the hypotheses. All of the hypotheses had critical values and 278 degrees of freedom, making them all significant. Carpentering and tailoring were shown to be substantially associated with the desire for self-reliance among secondary school students in the Calabar Municipality.

All the studies reviewed so far did not capture the variables of the current study, time frame, geographical location as well as the method of data analysis. As a result of this the study is justifiable and unique.

Methodology

For this study, a survey research design was employed. According to Alamu and Olukosi (2018), survey design describes the current state of a phenomenon. It used a cross-sectional technique to evaluate how business education students in tertiary institutions of Sokoto state relate to the development of their entrepreneurial talents. It attempted to investigate whether or not access to entrepreneurship education promotes the development of business planning skills, marketing skills and financial management skills. Seven hundred and twenty five (725) students from Shehu Shagari College of Education (SSCOE), Sokoto Biga College of Education (BCOE), and Usmanu Danfodiyo University (UDU), Sokoto made up of the population for the study for the academic year 2022/2023. The population consists of undergraduate (UG)



and Nigeria Certificate in Education (NCE) students from the institutions. A self-structured questionnaire served as the data collection tool, where 248 NCE and undergraduate students from SSCO, BCOE, and UDU, Sokoto received the research instrument. Validity and reliability of the research instrument was sought through contents validity which stood at 0.71 and Cronbach's alpha reliability coefficient of 0.75. The research questions were answered using

Tests of Hypotheses

H₀1: There is no significant relationship between entrepreneurship education and business planning skills among business education students in tertiary institutions of Sokoto state.

Model Summary of the Regression Estimates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.756 ^a	.572	.569	.50804	2.865

a. Predictors: (Constant), Entrepreneurship education

b. Dependent Variable: Business Planning Skills

Source: Author's Computation from Survey Data (2023)

The model summary gives R value of 0.756 representing 75.6%, which suggests that there is a strong and positive relationship between entrepreneurship education and business planning skills of business education students in the tertiary institutions of Sokoto state. The Adjusted R Square value of 0.569 suggests that about 57 percent of variation in the dependent variable (business planning skills) was explained by the entrepreneurship education variable. Similarly, the last column on the table gives a Durbin-Watson statistics of 2.865. According to Field, (2009) values less than 1 or greater than 3 are problematic. The values of 2.865 displayed on the table shows that the regression model satisfied the assumption of independent errors.

Table 4.73: Analysis of Variance Estimates (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	94.739	2	47.369	183.528	.000 ^b
Residual	70.979	204	.258		
Total	165.717	206			

a. Dependent Variable: Business Planning Skills Scores

b. Predictors: (Constant), Entrepreneurship Education

Source: Author's Computation from Survey Data (2023)

With a p value of less than 0.05, the calculated F-value (183.528) as shown in the table was significant. This indicates that entrepreneurship education has a positive impact on how well business education students of tertiary institutions in Sokoto state possess business planning skills. The test's conclusion was that business planning skills would significantly change when entrepreneurship education was used as a variable.

Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.700	.185		3.773	.000		
1 Entrepreneurship education	.731	.055	.707	13.287	.000	.550	1.817

a. Dependent Variable: Business Planning Skills

Source: Author's Computation from Survey Data (2023)

The table displays the regression coefficients which highlight the value and importance of entrepreneurship education in the model. The results of the BETA standardized regression coefficient was 0.707 (.000), indicate that entrepreneurship education had an effect on the respondents' capacity for business planning skills. In addition, the table's final column includes statistics on multi-collinearity. Serious



multi-collinearity exist in a model if tolerance values is below 0.20 (Weisburd & Britt, 2013) and Variance Inflation Factor (VIF) values of 10 or more (Field, 2009).

H₀2: There is no significant relationship between entrepreneurship education and marketing skills among business education in tertiary institutions of Sokoto state

Model Summary of the Regression Estimates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.601 ^a	.451	.446	.41408	1.147

a. Predictors: (Constant), Entrepreneurship education

b. Dependent Variable: Marketing skills

Source: Author's Computation from survey data (2023)

The model summary gives R value of 0.601 this suggests that there is a significant and positive relationship between Entrepreneurship Education and Marketing Skills. This implies that when students are engaged in the programme, the higher the level of business education student's marketing skills. Moreover, the Adjusted R Square value of 0.446 suggests that about 45 per cent of variation in the dependent variable (marketing skills) was explained by the entrepreneurship education variable.

Analysis of Variance (ANOVA^a)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.805	2	7.902	46.089	.000 ^b
	Residual	47.152	204	.171		
	Total	62.957	206			

a. Dependent Variable: Marketing skills

b. Predictors: (Constant), Entrepreneurship education

Source: Author's Computation from survey data (2023)

With p values (.000b) less than 0.05, the calculated F-value (46.089) in the table was significant. This indicates that entrepreneurship education has a significant effect on marketing skills of business education students in tertiary institutions of Sokoto state. The result of this test revealed that the variable EE had the potential to significantly affect marketing skills.

Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.413	.151		15.971	.000		
1 Entrepreneurship education	.521	.056	.653	9.280	.000	.550	1.817

a. Dependent Variable: Marketing skills

Source: Author's Computation from survey data (2021)

The table displays the regression coefficients, which demonstrate how much EE contributed to the model. The BETA standardized regression coefficient values for entrepreneurship education, which were obtained and reported as 0.653(.000), indicated that it had an effect on the respondents' marketing skills. There is no multicollinearity in the model as evidenced by the VIF values of 1.817 and Tolerance statistics values of 0.550 for EE obtained from the results of the regression analysis (Field, 2009).



H₀₃: There is no significant relationship between entrepreneurship education and business education students' financial management skills in tertiary institutions of Sokoto state.

Model Summary of the Regression Estimate

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.215 ^a	.099	.093	.54353	1.642

a. Predictors: (Constant), Entrepreneurship Education Score

b. Dependent Variable: Financial Management Skills Scores

Source: Author's Computation from survey data (2023)

The model summary indicates that the association between entrepreneurship education and financial management skills is weak yet positive, with R value of 0.215. This indicates that the students' Entrepreneurship Education instruction had no bearing on their ability to handle their finances. Additionally, the Adjusted R Square value of 0.093 indicates that the EE variable only partially explained the variation in the dependent variable (financial management abilities), accounting for 9.3% of the variance.

Analysis of Variance (ANOVA^a)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8.959	2	4.480	15.163	.000 ^b
1 Residual	81.242	204	.295		
Total	90.201	206			

a. Dependent Variable: Financial Management Skills

b. Predictors: (Constant), Entrepreneurship Education

Source: Field Survey, 2023

The results of the Analysis of Variance (ANOVA) are shown in the table above. The outcome demonstrates the impact of the EE variable on the dependent variable (skills in financial management). With p values less than 0.05, the calculated F-value (15.163) in the table was not significant. As a result, the EE variable (entrepreneurship education) does not suggest a meaningful association and has no effect on whether students' capacities to make a substantial impact alter.

Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.397	.198		12.085	.000		
1 Entrepreneurship education	-.023	0.766	.330	4.280	.000	.550	1.817

a. Dependent Variable: Financial Management Skills Scores

Source: Author's Computation from survey data (2023)

The table displays the regression coefficients, which demonstrate how much of an influence EE had on the model overall. According to the results of the BETA standardized regression, which were .330(.000) and -.023(0.766), respectively, the respondents' ability to manage their finances seemed to have been little affected by entrepreneurship education. Similar to this, the last column of the table indicates multicollinearity statistics, and since the EE from the results of the regression analyses have VIF values of 1.817 and Tolerance statistics values of 0.550, which are both within acceptable bounds, there is no multicollinearity in the model (Field, 2009).

Discussion of Findings

Based on the respondents' view in relation to entrepreneurship education and business planning skills of business education students in tertiary institutions of Sokoto state it is confirmed that there is



significant relationship. This is in agreement with what Shane, (2023) and Ivowi (2019) stressed that educating a person in entrepreneurship education makes him well equipped with the enabling skills which include business planning skills to live peacefully and effectively in a dynamic society. It also agreed with what George & Johns (2021) and Mullins, (2022) mentioned that Business planning skills involves establishing objectives, mobilizing and allocating resources which enables managers to spend fewer resources than they otherwise would, enabling them to accomplish more with fewer resources.

Another finding revealed that there is significant relationship in relation to entrepreneurship education and marketing skills among business education students in tertiary institutions in Sokoto state. This is in line with Meson, (2024) who says marketing skills include the ability to connect with and understand consumers, build strong relationships with clients and colleagues and effectively communicate marketing messages and ideas. Such skills are crucial for a marketer's success in areas like customer engagement, teamwork and negotiation. Osuala (2023) mentioned that marketing skills is the ability to identify consumer needs, design and develop goods or services to meet those needs, and choose the most effective strategies for selling, promoting and distributing those goods or services. Therefore, the null hypothesis is rejected.

Similarly, another finding revealed that there is no significant relationship between entrepreneurship education and financial management skill of business education students in tertiary institutions of Sokoto state. This contradicts what Okoye and Nwangwu (2021) noted that financial skills include the ability to predict how much money will be accessible to a company in the future, ability to track how much cash a company has on hand at any particular time, ability to keep and update accounts, estimate costs, prepare and interpret financial statements, identify sources of funding, understand the steps involved in obtaining a loan from a financial institution, and prepare ledgers and draw a trial balance. Based on the findings of the analyses, the alternate hypothesis is rejected and the null hypothesis is accepted, which states that there is no significant relationship between entrepreneurship education and financial management skills among business education students in tertiary institutions in Sokoto state.

Conclusions

The study's findings led the researchers to the conclusion that business education students in tertiary institutions in Sokoto state that:

- i. The entrepreneurship education is required to provide EE to business education students in tertiary institutions of Sokoto state which will help them gain business planning skills they need to become self-sufficient through the programme.
- ii. The entrepreneurship education has been able to give business education students marketing skills they need to have the people available whenever they need to advertise their products.
- iii. The entrepreneurship education was unable to give business education students skills to handle their finances.

Recommendations

The following recommendations are provided based on the findings of the study and the inferences made:

- i. The report urges the administration of Sokoto state to continue providing enough possibilities for business education students in postsecondary institutions to embrace entrepreneurship education as a way to develop marketable company planning skills.
- ii. Youth engagement in entrepreneurship education should be emphasized by the government and affluent people in order to give young people the marketing skills they need to be successful in life.
- iii. Business education students should be encouraged to recognize the importance of financial management skills in guaranteeing proper access to and use of financial management skills within organizations.

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