



ASSESSMENT OF MANAGEMENT AND MARKETING COMPETENCIES NEEDED BY BUSINESS EDUCATION STUDENTS FOR SUSTAINABLE DEVELOPMENT IN OYO STATE

ADEAGBO SUNDAY

*Department Of Business Education,
Emmanuel Alayande College of Education, Oyo
Phone No: 07038617332
Email Address: adeagbosunday97@gmail.com*

OLUWAFEMI, PETER ADEKUNLE

*Department Of Business Education,
Emmanuel Alayande College of Education, Oyo
Phone No: 08060062594
Email Address: peteroluwafemi5@gmail.com*

Abstract

The study assessed the Business competencies required by Business Education Students for sustainable development in Oyo State. The study was a descriptive survey in nature and simple random techniques was used for selection of the sample. The participants in the study included 420 business education Students from the selected State owned tertiary institution in Oyo State and of which 420 were randomly chosen as sample. Questionnaire was used as instrument and was validated by two experts and found reliable using test retest at 0.89 level of correlation coefficient. The study found out that all the management and the marketing competences listed are needed by business education students to achieve sustainable development in Oyo State. Based on the findings, recommendations were made that tertiary institution lecturers should be sent on in-service training and also to expose business education students to more practical management and marketing skills. Key words: Management, Marketing, Sustainable development competences, Economy and Skills.

Introduction

Business education competencies or the transmission, acquisition, creation and adaptation of information, knowledge, skills and values, is a key for sustainable development. Brandtland commission's report quoted in Anyaenah and Nzogure (2015) assert that sustainable development is development that meets the need of the present without compromising the ability of future generations to meet their own needs. They emphasize that it contains within it two key concepts viz –

- The concept of needs in particular the essential needs of the world's poor to which overriding priority should be given; and
- The idea of limitations imposed by the state of technology and social organization on the environment ability to meet present and future needs.

As a result of the impact of Business Education on the development of productivity and economic growth, it has become inherent in die national development strategies in many societies. To achieve sustainable development. Auyareneh and Nzegire (2015) argued that attention should be paid to strengthening the bridge between education and schooling and preparation for the world of work with respect to improving vocational education (Business Education) in Nigeria.

The introduction of entrepreneurial development in tertiary institutions was intended to inject in the mindset of the graduate beneficiaries' skills for sustainable development (Oduma 2012). This will no doubt aimed to make the students to become self-reliant or self-employed on graduation hence stimulating sustainable development in the State. Business education in its foundation level has management and marketing component. Thus, it is often perceived as education "for and about"



business or training in business skills, attitudes and competencies (Okoro, 2011). For instance, graduates of business education are able to find jobs in office, companies and public sectors and as well becoming good Managers and Marketers. The business education curriculum offers knowledge in subject areas such as Accounting, Management, Secretarial Studies, Office Practice, Marketing, Advertising, Information and Communication Technology. All these enable the recipient to seek career in business. Nwosu (2007) buttressed the views of others that business education is the aspect of education that equip individuals with accounting knowledge, secretarial. Management, Marketing skills and broaden their idea towards how their chosen career works.

The level of poverty and unemployment with their attendant social ills in the country seems to continue to increase at alarming rate thereby impeding sustainable development despite the introduction of business education in Nigerian higher institutions. Osuola (2000), Anaele (1998), Ojukwu (2000), Oni (2005) and Ohaneme (2009) noted that business failure is rampant in the society. The underlying reasons according to them are that small scale businesses are faced with high risk and full of uncertainties emanating from improper management techniques. To enhance economic sustainability, thinking of starting a business needs a broad array of business education competencies which includes management and marketing competencies in the critical areas to succeed in the competitive market and also contribute to economic sustainability of the state. Olaleye (2015) observed that students of Business Education need to acquire the management competencies for success in economic development or secure gainful employment in areas like stereography, petty trading, small scale business, account clerk, transportation, thrift and loan business, teaching, office occupation, and so on. He stressed further that students of Business Education need management competencies for planning, organizing, supervising, directing, controlling and coordinating the business enterprise. These are in line with Lie (2011) who noted that students need these competencies in order to be successful in business. He opined further that these competencies help to check and monitor performance against set goals and plan while harmonizing individuals and group efforts to achieve business goals.

Okpan (2006) identified marketing competencies as the basis for business development to include ability to capture and retain the attention of customers' ability to promote and sell the organization product, ability to analyze demand and supply situations, ability to acquire effective sales habit, ability to be self-reliant and ability to acquire good sales techniques, ability to carry out effective marketing and information research, and ability to be polite, cheerful and glooming. Therefore, based on the foregoing, it seems that there is a problem in business competencies to enhance sustainable development for Business Education graduates due to lack of needed business skills to own businesses or secure and sustain gainful employment. It is against this situation that it becomes necessary to conduct this study to identify the competencies required by Business Education students for sustainable development in Oyo State.

Statement of the problem



Unsustainable development of the economy is characterized by fluctuating economy, poverty and unemployment is one of the most serious problem facing Nigeria today and Oyo state in particular. The bad situation has been exacerbated by mass production of business education graduates without commensurate creation of employment opportunities despite the array of career opportunities in management and marketing option available to them. This may be as a result of the inability of these students and graduates to acquire needed managerial and marketing skills to own business and sustain full employment.

Many scholars have written widely on business education skills and its potency to create sustainable development of the economy. The experiences of developed economics in relation to the roles played by management and marketing skills of an entrepreneur buttresses the fact that the importance of business competences cannot be overemphasized especially among the developing countries. In order to highlight its significance in relation to the growth and sustainable development of a given economy, management and marketing skills have been variously referred to as a source of employment generation and sustainable economic development (Olukemi and Gbenga, 2011). Studies have also established its positive relationship with stimulation of sustainable economic growth, employment generation and empowerment of the disadvantaged segment of the population, which includes women and the poor (Mueller & Thomas, 2012).

Despite the numerous advantages available to business education students or graduates to secure a gainful employment for sustainable development in Oyo State, many are faced with joblessness and poverty. The questions are what are the respective influences of these skills on sustainable development in Oyo state? What is the level of management and marketing skills required by business education students to stimulate economic growth? It is in the wake of the above, the study aimed at assessing the business education competences needed by business education students to stimulating sustainable development in Oyo state through acquisition of business competences by business education students.

Purpose of the study

The purpose of the study is to assess business competencies needed by business education students for sustainable development in Oyo State. Specifically the study sought to identify:

1. The management competencies needed by business education students for sustainable development in Oyo State.
2. The marketing competencies needed by business education students for sustainable development in Oyo State.



Research Questions

The following research questions guided the study:

1. What are the management competences needed by Business Education students for sustainable development in Oyo State?
2. What are the marketing competencies needed by Business Education students for sustainable development in Oyo State?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance guided the study:

1. There is no significant difference between the mean responses of Business Education students in rural and urban areas regarding the management skills needed for sustainable development in Oyo State.
2. There is no significant difference between the mean responses of male and female Business Education students regarding the marketing skills needed for sustainable development in Oyo State.

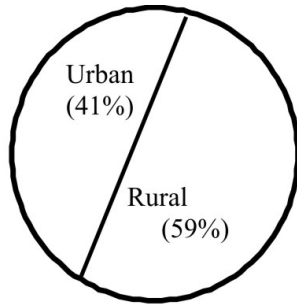
Methods

The study adopted survey research design to seek the opinions of respondents on business competencies needed by business education students for sustainable development in Oyo State. The population of the study consisted of all business education students in the five State owned tertiary institutions offering training in business and entrepreneurship education namely: The Polytechnic, Ibadan, Emmanuel Alayande College of Education, Oyo, The Polytechnic Saki, College of Agriculture, Igbo-ora and Oyo State College of Education, Lanlete. The population was made up of 4002 business education students out of which a sample size of 420 respondents was randomly chosen. The instrument used for data collection for this study was structured questionnaire developed by the researcher and validated by two experts of business and entrepreneurship education. The internal consistency of the instrument was established using test retest. Spearman Correlation Coefficient was used to compare the two set of scores and 0.89 correlation coefficient was obtained which makes the instrument reliable.

The data collected were analyzed based on the purpose of the study. Descriptive statistics of mean and standard deviation were used to answer the research questions and described the basic features of the data in the study. Meanwhile t-test was used to analyze the formulated hypotheses for the study.

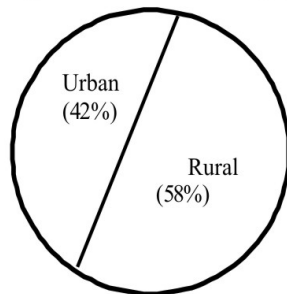
Results

Fig 1: Urban and Rural Respondents



From the diagram, above, majority of the respondents, 59% from rural area while 41% of the respondents are urban area. This shows that rural and urban areas are well represented

Fig2: Distribution of Respondents by Sex



The result in the figure above shows that 42% of the respondents are female while 58% of the respondents are male. This implies that there are more male respondents used for the study.

Research question 1: What are the management competences needed by Business Education students for sustainable development?

Table1: Mean ratings of the respondents on management competences needed by business education students for sustainable development

S/N	Management competences to:	\bar{X}	SD	Decision
1.	Undertake steps in business	3.07	0.71	HRQ
2.	Create new Ideas	3.18	0.92	HRQ
3.	Implement plans for good attainment	2.87	1.05	HRQ
4.	Formulate strategies to achieve goals	2.96	0.81	HRQ
5.	Evaluate business activities	2.98	1.09	HRQ
6.	Calculating and taking risk	2.87	1.05	HRQ
7.	Organize human resources	2.93	1.17	HRQ
8.	Monitor employee performance	3.89	1.02	HRQ
9.	Query employee misconduct	2.82	1.06	[IRQ
10.	Ability to convey messages to others	2.87	1.01	HRQ
11.	Ability to attract interest of others	2.87	1.06	HRQ
12.	Coping mechanism and general calm under pressure	2.72	1.08	HRQ
13.	Ability to work well through conflict and tension.	2.78	0.84	HRQ
14.	Listening well to the opinion of others.	2.7%	0.91	HRQ

Source: Fieldwork (2017).

Table 1 shows that all the items had their mean between 2.72 and 3.89 which falls within the response category required. This indicates that all the items are required for sustainable development. Therefore, there exists enough reason not to suggest that all the items are required by Business Education Students to manage



business for sustainable development In Oyo State. The standard deviation also revealed that the respondents do not differ much in their responses.

Research Question 2: What are the Marketing competences needed by Business Education students for sustainable development in Oyo State?

Table 2: Mean ratings of marketing competences needed by business education students for sustainable development

S/N	Marketing Management competences Required to:	X	SD	Decision
15.	Determine accurately the customers need	3.50	0.98	HRQ
16.	Deliver product to the customer door step according to precision	3.21	0.84	HRQ
17.	Capture customers interest to bring their product	2.91	0.97	HRQ
18.	Retain customers patronage and increase Market share	3.17	0.94	HRQ
19.	Promote products of the organization	2.77	0.79	HRQ
20.	Communicate Marketing Ideas through written presentation	2.65	0.88	HRQ
21.	Have access to a good sales techniques	3.25	0.76	HRQ
22.	Adopt a good human relationship with customers	3.00	0.89	HRQ
23.	Relate well with competitors	2.97	0.92	HRQ
24.	Determine the strength of competitor and their weaknesses	2.85	0.79	HRQ
25.	Establish a good Marketing plan	2.99	0.72	HRQ
26.	Solve Marketing problems	3.05	0.83	HRQ
27.	Understand the business environment	3.04	0.92	HRQ
28.	Handling customers complaints satisfactorily	2.73	0.81	HRQ
29.	Display product properly	3.11	0.77	HRQ
30.	Having attractive pricing policies	3.34	0.82	HRQ
31.	Negotiate Sales	2.82	1.12	HRQ

Sources: *Fieldwork (2017)*

Table 2 shows that all the items had their mean between 2.73 and 3.34 which falls within the response category of required. This indicates that all the items are required for sustainable development. The standard deviation ranges between 0.76 and 1.12 revealing that the respondents did not differ in their option of the Marketing competences required by business Education students to create sustainable development in Oyo state.

Test of Hypotheses

Hypothesis 1: There is no significant differences between the mean responses of business Education students in urban and rural areas regarding the management skills needed for sustainable development in Oyo State.

Table 3: t-test table for respondents on management skills needed

Response	N	Mean	SD	DF	T-cal	T-table	Remark
Rural	258	2.77	1.14	418	0.97	.96	NS
Urban	162	2.89	0.97				



Table 3 shows that the calculated-t-value of 0.97 is less than t-critical of 1.96 at 0.05 level of significance therefore the null hypothesis is accepted. This implies that there is no significant difference between the mean responses of Business education urban or rural trainees regarding the managerial and human relations skills training needed for sustainable development in Oyo State

Hypothesis 2: There is no significant difference in the mean ratings of male and female

Business education Students regarding the marketing skills needed for sustainable development.

Table 4: t-test table for respondents on marketing skills required

Response	N	Mean	SD	DF	T-cal	T-table	Remark
Male	254	1.48	0.95	418	0.63	.96	NS
Female	166	3.15	0.99				

Table 4 shows the calculated t-value of 0.63 is less than t-critical of 1.96 at 418 degree of freedom and 0.05 level of significance. This means that there is no significant difference in the mean ratings of Male and Female respondents on the Marketing management competencies required by business education students for sustainable development in Oyo State. Therefore the stated hypothesis was not rejected.

Discussion

The role of business competencies in sustainable development involve increasing per-capital output and income, initiating and constituting change in the structure of business and society, this change is accompanied by growth and increases output. Result in Table 1 showed all the management competencies are required by Business Education students for sustainable development. It was observed that the Business Education students needed all the management competencies indicated. This is because for sustainable development such competencies are required for Business Education students for the successful execution of their business activities. This is in line with the opinion of Osuala (2000) who argued that successful Managers must engage in the process of achieving an organization's goals through the coordinating performance of five specific functions; namely: planning, organizing, staffing, directing and controlling. Stoner, Freeman and Gilbert (2011) submitted that management is a process; hence, it entails systematic way of doing things. It emphasizes that all business managers regardless of their particular aptitude or skills engage in certain interacted activities in order to achieve the desired goals of their business venture. It is therefore important to note that Business Education students needed all the management competencies in order to take basic steps in starting a business, direct the business activities and evaluate business activities. Ability to generate new ideas and taking of business risks in the words of Oketoobo, Lawal and Onipede (2011) makes a difference between business leaders and underdogs.



Result in Table 2 showed that all the marketing competencies were highly required by Business Education students to be able to produce products needed by the public at an affordable price, time and place. To penetrate the market and win shares require strategies as shown in table 2. This collaborated the view of Kathleen (2013) who noted that marketing is an organizational function and a set of processes for creating communicating and delivering value to customers and for managing customer relationships in ways that benefits the organization and its shareholders. Armstrong (2006) stressed further that marketing is a societal process by which individuals and groups obtain what they need and want through creating offering and freely exchanging products and services of value with other.

The study also revealed that the two staled hypotheses were accepted. This is in line with the assertion of Amasa (2012) that if these skills were truly adhered by business education students and graduates, it then suggests they are trained for employability and sustainable development

The test of hypothesis also showed that there are no significant differences of the male and female responses on the assessment of business education competences required for sustainable development. This validates the position of several scholars that the rise unemployment and recession calls for business education graduates to sharpen ideas generation skills irrespective of (heir gender (Oborah, 2008). He (2011) laid emphasis on acquisition of Management and Marketing skills because of machines and tools are replaced easily but human being which professional skills cannot be replaced like that. Olukemi and Obenga (2011) also submitted that both male and female in Rural and Urban areas need to be equipped with marketable and saleable skills in order to stimulate sustainable development in the nation. This finding is also supported by the view of Okafor and Akinnole (2015) that rural and urban business graduates whether male and female do not vary in the amount of knowledge required to start a business or willingness to create self-employment or matched critical employment needs.

Conclusion

Based on the findings of this study it could be concluded the competencies of management and marketing skills are highly needed by business education students for sustainable development. Sustainable development of a nation depends on the skills and competence acquired by the citizens in Management and Marketing skills as prerequisites to industrial and sustainable development of any nation and Oyo state in particular. It is then imperative that business education students who intend to be self-reliant be acquainted with these competencies for successful enterprise and over all development of the state.

Recommendations

Based on the findings, the following recommendations were made:

1. Tertiary institutions lecturers should be sent for in-service training to acquire modern management and marketing techniques to acquaint with current trend in the job market.



2. Owners of tertiary institutions should make available, adequate fund for business education department as to require necessary equipment that would aid the acquisition of necessary competencies by business education students during the course of their programme.
3. There is also a need for a synergy between professional managers and marketers to ensure a proper dissemination of required competencies to students for effective idea generation upon graduation
4. Tertiary institutions should encourage apprenticeship programme in training of business education students.

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