



TECHNICAL AND FINANCIAL SKILLS REQUIRED FOR SUCCESSFUL ENTREPRENEURSHIP BY BUSINESS EDUCATION STUDENTS IN PUBLIC INSTITUTIONS

Dr. Hadiza Nuhu Usman

hadiza.nuhu.usman@gmail.com

*Department of Business Education School of Continuing Education
Adamawa State Polytechnic, Yola, Adamawa State, Nigeria.*

Abstract

The study examined how technical and financial skills needed for successful entrepreneurship as perceived by business education students in North-Eastern Nigeria. The study was guided by two research questions and two null hypotheses. The study employed a mixed-method research design that combined quantitative methodology with a qualitative approach. The population consisted of 864 NCE III business education students in colleges of education and NDII students in polytechnics in Nigeria's North-Eastern Zone. Two sixty-nine students were chosen at random, using stratified random sampling technique. The instrument was a questionnaire while a semi-structured interview questions was used to collect the qualitative data of the study. The instrument were administered with the assistance of six research assistants. Research questions were analyzed using Mean and Standard Deviation. The null hypotheses were tested at 0.05 level of significance using independent sample t-test and One Way Analysis of Variance (ANOVA). The researcher employed content analysis for the study's qualitative component. According to the study's findings, entrepreneurship education significantly influences business education students' technical and financial skills. The study concluded that entrepreneurship education influences technical and financial skills as perceived by business education students in tertiary institutions. The study' recommend among others that colleges of education and polytechnics administrators should further encourage promotion of technical and financial skills competencies in students for entrepreneurial endeavours through entrepreneurship education curriculum

key words: *Technical skills, financial skills, entrepreneurship education and business education students.*

Introduction

Technical skills are specialized knowledge and competencies that are required to complete difficult actions and tasks. Entrepreneurs with effective technology abilities can use software and other digital approaches to manage projects, track sales and revenue, and measure business success, allowing them to have specialized knowledge and procedures needed to execute any function inside an organization. Oral and written communication skills, problem-solving skills, organizational skills, environmental monitoring, technological skills, and the implementation and use of network building skills, management skills, coaching, and team-playing skills are all examples of technical skills. Ezeji and Okorie (1988) defined technical skills as "knowledge and competency in a certain activity, particularly one that involves methods, processes, procedures, and technics. "Software and other digital ways can be used by entrepreneurs with effective technology skills to measure and perform business growth. Technical skills are used to empower or prepare students for the world of work. There is no doubt that entrepreneurship education provides learners with the necessary technical skills, as it provides them with the knowledge and mindset to take productive activities, innovate, and become entrepreneurs. The acquisition of the required abilities is commonly seen to be a technique of increasing a company's productive power. As a result, the management of Nigerian tertiary institutions understands that every student should be prepared to contribute effectively to the success of any organization in which they find themselves. Furthermore, it has been found that the best possible welfare in an organization is only realized when each member performs to the limit of his capacity. As a result, the technique for building stimulators to enhance the abilities of various constituents of professions or activities in a commercial and financial endeavour is known as technical skills (National Policy on Education, 2004)

In a similar development, financial skills are important aspect of any firm and play a significant role in its success. An entrepreneur's financial skills allow him to manage money wisely. It is a method of keeping financial records that includes analysing, recording, classifying, verifying, summarizing and interpreting financial transactions, as well as communicating the accuracy of a company's financial statements to enable him to know how much he owes, how much he owns, how much profit he has made, and what his financial position is at any given time.



Furthermore, acquiring financial skills enable students of business education to comprehend intended start-up capital and be able to spend the funds only, when necessary, in order to establish a successful enterprise. Identify the best pricing structure for small and medium businesses in order to garner profit for product and services (Fasehun, 2014). Financial skills assist entrepreneurs to obtain loans from financial institutions and to determine cost and profit, which will aid them in cost analysis, inventory control, and profit estimation.

The importance of accounting cannot be overstated in any business establishment, whether it is a government entity, a parastatal, a private company, a bank, or another financial institution. Financial skills, according to Ezeani (2008), are the process of expressing everyday economic activities in monetary terms so that we can estimate the costs of producing goods and services, make production decisions based on these estimates, compare actual costs to the estimate originally made, and adjust output and prices of goods and services. Financial skills refer to the abilities to organize, direct, monitor, and oversee an organization's financial resources. As a result, financial abilities are tested, recorded, and disseminated to relevant parties for analysis and interpretation, (Umunnah, 1992). This stems from the requirement to keep track of business transactions. Financial abilities are essential for business success and, in fact, for all types of organizations. Financial skills, according to Ezeani (2015), are concerned with the recording, classification, analysis, interpretation, measurement, and communication of financial transactions to those who use financial information, and they can be used in a variety of organizations.

Financial skills can be thought as a business language that expresses the financial performance of organizations in monetary terms. Furthermore, Okoye, et al., (2017) stated that it provides information about the state of business to stakeholders and owners or managers. The recording of financial data, analysis of the data, creation of accounting statements, and communication of financial information to employers are all examples of financial activities in the functioning of a corporate firm (Umunnah). Business education students must learn at least the basic financial skills to run a successful firm, regardless of how the business looks. Otherwise, money will flow in and out of the business without the entrepreneur's knowledge. Financial statements are one of the best instruments, and they are now required for all firms. Income statements, balance sheets, statements of retained earnings, and cash flow statements are all examples of financial statement (Igwe, 2017).

Income statements provide an overview of revenues, expenses, and net income, while balance sheets provide an understanding of a company's assets, liabilities, and stakeholder equity. Cash flow statements, on the other hand, show the day-to-day purchasing and selling of assets, as well as cash flows from debt and equity. According to Osuala (1989), bookkeepers work in a variety of businesses and industries, including government institutions. Make entries in ledger accounts, make journal entries, use the adding and calculating machine, examine and sort business papers, prepare operating and financial statements, prepare trial balance, type bills, invoices, and statements, balance cash daily, keep inventory records, prepare cheques, reports, and payrolls, among other things, as the author stressed out. According to Ahukannah et al. (1989), success in financial skills necessitates the following personal characteristics accuracy and neatness, confidentiality, attention to details, mathematical ability, mechanical calculator skills, organizational and analytical abilities, as well as the ability to work under pressure. According to Agbonifoh (1999), the requirement for modern enterprises necessitates all entrepreneurs to have a thorough understanding of the financial ramifications of their goals and activities. He went on to say that in a competitive world, costs, prices, turnover, and profits are the most important aspects, as they are the characteristics that no manager can afford to overlook. Therefore, it is very important that every entrepreneur possess the fundamental knowledge of financial skills. They should be able to appreciate and interpret simple accounting statements, this will aid in lowering the rate at which small businesses go out of business. It focuses on how money is earned and used, the objective of financial management is to ensure prudence and responsibility in the use of existing resources, as well as ensuring that the least input leads to the highest productivity (Abdulkareem & Afolabi 2012) Accounting is the process of recording financial transactions in a methodical manner. It is a financial skills-based service activity that entails recognizing, measuring, recording, and presenting quantitative data. Financial skills, according to Ezeani (2008), are a combination of themes, concepts, ideas, and procedures for transforming financial data into useful information for reporting, planning, controlling, and decision-making. According to him, a lack of financial abilities might cause problems for an entrepreneur since he may not fully comprehend the relationship between financial actions and results. The author, on the other hand, recommended that, the entrepreneur



make an effort to obtain fundamental financial knowledge and abilities, as this is the only way for his or her business to succeed. Business education programmes often give their students training in financial accounting and financial management to increase their chances of succeeding in the corporate sector. Entrepreneurs with strong financial skills can estimate the number of resources (human and material) required for production as well as the volume of goods and services the target market will purchase. An entrepreneur's ability to manage finances would also enable them to keep track of their inventory and compile an inventory of their available ones.

Hence, these would aid in reducing fraudulent acts by the store and warehouse custodians. According to Akinodi (2020), accounting knowledge is vital for tracking and analyzing financial transactions, reducing wasteful expenditure, maintaining accurate records, and efficiently performing accounting activities. Adoh (2020) claimed that accounting and financial management skills are the competences for keeping accounting records and effectively managing and controlling business resources in order to prevent the business from failing. From the aforementioned, it is obvious that financial accounting and financial management skills enable an entrepreneur to mathematically examine his business, keep financial records of the business, determine the profit or loss of the business, monitor how the financial resources are used, and at the end, carry out a holistic audit of the business in order to ensure entrepreneurial success. Financial skills, according to Uniamikogbo and Adeusi (2017), are the key accounting competences required by entrepreneurs for effective and successful documentation of everyday business activities, including bookkeeping and correct receipt and sales records.

The Nigeria Small Business Practitioners Association (NSBPA) enumerated the objectives of accounting information and statements to every enterprise in Nigeria, which include: providing information useful for making decisions, yielding an accurate and true picture of operating results, supplying information useful in judging management's ability to use enterprise goals, providing information useful to investors and evaluating potential cash flows to them. Knowledge of accounts, knowledge of costing, ability to interpret financial statements, ability to acquire the skill of preparing financial statements, ability to understand payroll and various deductions, ability to know gross and net profit, ability to know sources of funds are some of the financial skills required by entrepreneurs through entrepreneurship education programmes. According to Akpotowoh and Amahi (2006). A thorough understanding of federal, state, and municipal government levies, taxes, and regulations is required. Recognize the considerations that go into a financial institution's decision to provide a loan. Ability to process accounts receivable and payable, ability to process inventories, ability to prepare ledgers and extract the trial balance, ability to prepare daily cash reports, ability to prepare bank reconciliation statements, ability to keep sales and purchases records, ability to keep debtors ledgers, ability to prepare final acquittals for becoming an entrepreneur.

Entrepreneurship necessitates being creative in the establishment of new ventures and taking risks in order to capitalize on possibilities. It also necessitates optimal resource use in order to generate profit. Entrepreneurship showcase a person's ability to take risks and combine factors of production in order to produce goods and services. It may also reflect a person's willingness and capacity to search out investment opportunities in his/her immediate environment, and to be strategically positioned to build and manage a business, based on prospects. Entrepreneurship as the process of recognizing, developing, and realizing a vision, which might be an original concept, an opportunity, or simply a better method to do something new. It is the act of establishing a firm, arranging business transactions, and taking risks in order to profit from developed entrepreneurial abilities. According to Schumpeter (2007), entrepreneurship education is a tactic or instrument for channelling Nigerian students' necessary efforts away from paid employment and toward self-employment. He proposed that, in order to achieve this goal, graduates of business education should be able to start their own business, become self-employed, and hire others. "Entrepreneurship education," according to Matthews and Moser (2015:45), is "the process of preparing individuals with the ability to see commercial possibilities as well as the insight, self-esteem, knowledge, and skills to act on them." Entrepreneurship education as a huge help in enhancing one's chances of success as a business owner. Katz (2012) emphasized the importance of entrepreneurship education in increasing student's entrepreneurship attitudes at the tertiary institutions level. As a result, significant progress must be done toward the objective of educating individuals to be entrepreneurs in order to boost economic growth and development (Maina, 2013). Furthermore, entrepreneurship education aims to equip students with the necessary information, skills, and creativity to help them succeed as entrepreneurs in a range of situations (Shane, 2013). He went on to say that entrepreneurship education is a specialized knowledge that instils risk-taking, creativity, arbitrage, and co-ordination of production elements in learners with the goal of generating new products and services for new and existing customers within human societies. Entrepreneurship education is a teaching and learning process intended at equipping students of



business education with the skills to recognize market possibilities, start businesses, and run them to a successful conclusion (Osuala, 2008).

Business education is a field of study that imparts skills and knowledge necessary for entering a variety of business jobs and developing plans of action for thriving in a particular line of business. As such an individual gets more productive and functioning, his acquired skills increase his chances of becoming a valuable asset to the society. As a result, rather than being a liability or a dependent citizen, the individual contributes meaningfully to the development of society (Nwokike, 2016). Business Education is described as the portion of educational instruction that provides learners with the necessary skills, knowledge, attitude, competencies, and concepts they need to participate in business operations. Business Education has the ability to provide students with applicable entrepreneurial skills for empowerment and job creation, similar to those acquired in tertiary institutions for vocational use and self-sufficiency. Additionally, Business Education was designed to provide students in tertiary institutions with entrepreneurship skills, knowledge, attitude, and skills they need to find paid work, be self-sufficient, and achieve self-actualization. Therefore, it is abundantly obvious that business education is a crucial component of entrepreneurship since it is a field that fosters entrepreneurship and results in entrepreneurial success by empowering the learner with entrepreneurial skills and nurturing their entrepreneurial spirit. This is due to the fact that the discipline's curriculum in higher educational institutions focused on developing entrepreneurial abilities that lead to the emergence of firms, self-reliance, and correct nurturing of the enterprises in order to achieve the desired objectives.

Female students' opinions of their entrepreneurial potential seem to count more than male students' when evaluating their future work options. According to significant data, female students are more likely than male students to limit their career goals and interests because they believe they don't have the necessary skills ((Bandura, 1992)). Furthermore, Bandura et al. (2001) postulated that female indicated lower levels of preparation and confidence in their ability to be successful business owners. Consequently, achieving greater gender-equality remain a big challenge notwithstanding the important gains that have been made in female education and employment in recent years. female remain severely under-represented in the entrepreneurship field. They often have less of the experience, competencies and qualities needed to excel in the world of business than their male counterparts. Yet women-owned businesses make key contributions to family income and economic growth. Female participation in entrepreneurship therefore, need to be encouraged and strengthened. Researchers have observed that there is a "gender gap" between male and female engagement in entrepreneurship. Gender gap implies that more men are engaged in entrepreneurial activities than women and the number of businesses established by male surpasses the number of businesses established by females' students significantly influenced than male students in higher institutions as recognized by their capacity gaps in the entrepreneurial area.

Federal and state colleges of education are higher educational institutions in Nigeria, tasked with training of teachers for the purpose of obtaining teaching certificates in education or other related discipline. Federal and State polytechnics, on the other hand, are institutions that train technicians, technologies, applied scientist, with managerial skills for the first two years of study, culminating in the issuance of a National Diploma (ND) certificate of polytechnic programme, where they can graduate to become self-employed and generate jobs for others. They are relevant to the nation's diverse economy and industries' requirements, aspirations, and development. As a result, it is important to remember that public institutions are designed to help students obtain information, develop skills, and then get a great education so that they can be better prepared for their future. Similarly, the goal of establishing, operating, and effectively managing Business Education as a course in North-Eastern tertiary institutions is to ensure that quality services, quality assurance delivery, quality output, and practices in Business Education are entrenched and sustained. The tertiary institutions' ultimate goal is to provide students with profound knowledge, as well as skills, a positive attitude, sound values, and ultimate success in the world of work or business.

Statement of the Problem

One significant issue plaguing emerging countries around the world, including Nigeria, is how to find productive employment for its graduates. To address this problem, students of Business Education are required to study entrepreneurship education as a course before graduation. Nevertheless, a large percentage of graduates still wander the streets in search of jobs that hardly exist. Specifically, a large number of Business Education students in North-Eastern Zone of Nigeria graduate from higher educational institutions, without proper career possibilities and without recourse to using technical and financial skills, when graduates of this programme are expected to develop different entrepreneurial abilities that will allow



them to start and operate effectively the small businesses. Thus, their jobless condition has long been linked to several forms of criminality, violence, and a variety of social vices among youngsters, including; corruption, kidnapping, terrorism, and insurrection, trafficking, prostitution, cultism, cybercrime, and yahoo internet fraud. This therefore, calls to question whether students of Business Education students were exposed to entrepreneurship education in tertiary institutions in North-East which ought to result in the development of technical and financial skills which are sine que none to self-employability? Is it because they lack the necessary entrepreneurial abilities, or they are unwilling to put such skills to use? It also calls to question the students' low self-efficacy in using technical and financial skills to launch desirable and viable businesses for economic survival. Above all, fewer business education graduate will continue to engage in entrepreneurial activities while businesses established by some business education graduates may continue to collapse as a result of inadequate technical and financial skills, hence the need for this study:

Research Questions

The following research questions guided the study.

1. To what extent technical skills are needed for successful entrepreneurship by Business Education students in Colleges of Education and Polytechnics?
2. To what extent financial skills are needed for successful entrepreneurship by Business Education students in Colleges of Education and Polytechnics?

Hypotheses

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

Ho1: There is no significant difference between the mean responses of male and female Business Education students on technical skills needed for successful entrepreneurship.

Ho2: There is no significant difference in the mean responses of Business Education students from Federal and State institutions on financial skills for successful entrepreneurship.

Methods

The researcher employed mixed method approach this is because the study requires the gathering and analyses of data, based on the fusion of quantitative and qualitative methods. According to Merriam (2018), the integration of a quantitative and qualitative technique offers a more thorough analysis and comprehensive representation of the study problem. When a quantitative method cannot fully convey the focus on salient points that the study requires, a mixed method approach is the best option, and it is utilized to improve quantitative results. This approach yields findings with a broader view of the larger problems or studies (Ademiluyi, 2019). This method involves first carrying out a quantitative study, which serves as the main component, followed by conducting a qualitative study to help understand the quantitative results. Descriptive survey research method was applied for the quantitative component. The descriptive survey research according to Umoru (2015), determines and reports the current state of affairs. It involves analyzing individuals' attitudes and perspectives toward other people, institutions, activities, and events. The population consists of 864 NCE III business education students in Colleges of Education and NDII students in Polytechnics in North-Eastern, Nigeria. The sample size of the study was made up of 269 respondents based on Cohen, et. al. (2007). Proportional stratified random sampling technique was used to select the sample representative from all the tertiary institutions involved in the study.

However, for the qualitative aspect of the study, a purposeful sampling technique was adopted in selecting a total of 11 class representatives which is 50% of the entire 22 class representatives from the six states in North-East, Nigeria. This is due to the need to gain deeper insight on technical and financial skills needed for successful entrepreneurship by business education students to ensure adequate representation of each institution under investigation. The instrument for data collection for the study was a 19-item structured questionnaire titled: Technical and Financial Skills Questionnaire (TFSQ). The questionnaire consists of two sections: The first section sought relevant demographic characteristic of the respondents. This was used in testing the hypothesis. The second section contains question items generated from literature reviewed based on the study purposes. The questionnaire was designed to elicit the ratings of respondents on 4-point rating scale as follows: of: Very High Extent, 4 points; High Extent, 3 points; Low Extent, 2 points; Very Low Extent, 1 point. Interviews were conducted on the 7 out of 11 class representative due to challenges in reaching them, as such only seven were interviewed on technical and financial skills required for entrepreneurship by business education students in North-Eastern, Nigeria. The purpose of the interview was to get more clarifications and in-depth explanations on issues that might not be clear from the quantitative questionnaire responses. The interview guide used was self-designed and it comprised seven



open-ended questions sought respondents' clarifications on technical and financial skills need for successful entrepreneurship by business education students in colleges of education and polytechnics. The instrument designed for this study was subjected to face, construct and content validation by two experts in the Department of Business and Entrepreneurship Education Kwara State Univesity, Maletе. The reliability of the instrument was determined through the statistical analysis of the data collected from the pilot study. Cronbach alpha method was used to analyse the data collected so as to determine the instrument' internal consistency, and the reliability coefficient of 0.93 was found. The instrument was deemed reliable and stable for measuring what it was intended to measure because the reliability coefficient was positive and very high. The researcher and the research assistants distributed copies of the questionnaire to the respondents who filled and returned the questionnaire on the same day whenever possible.

The respondents were reached through their respective institutions. In-depth interviews with the selected class representative were subsequently conducted by the researcher to reinforce the findings of the questionnaire and to clarify grey areas of the findings. The demographic data for the respondents was analyzed using percentages, and the data gathered regarding the research questions was also analyzed using mean ratings and standard deviation. Independent sample t-test was used to test the formulated hypotheses at significance level of 0.05. The decision rule was that any item within the range of 3.49–4.00 was regarded as very high extent, items with mean ratings of 2.00–3.49 was regarded as high extent, and items with 1.75–2.49 was regarded as low extent, Items with a mean score between 1.00 and 1.75 was regarded as having a very low extent. The null hypothesis was tested at 0.05 level of significance using ANOVA. Were the calculated p value being less than or equal to the 0.05 level of significance, the null hypothesis was to be rejected. Conversely, if the calculated p-value was greater than the level of significance, the null hypothesis was not to be rejected. For the qualitative aspect of the study, content analysis was used to analyze the respondents' comments on technical and financial skills required for successful entrepreneurship by business education students.

Findings

Research Question 1: To what extent technical skills are needed for successful entrepreneurship by Business Education students in colleges of education and polytechnics?

Table 5: Mean and standard deviation of responses on the technical skills needed for successful entrepreneurship by business education students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Entrepreneurship education has helped me to demonstrate proficiency with Microsoft Word.	3.38	0.82	High Extent
2.	Entrepreneurship education assist students to operate qualitative with minimal or no supervision.	3.14	0.95	High Extent
3.	Entrepreneurship education has assisted students to have communication skills proficiency.	3.12	0.98	High Extent
4.	Entrepreneurship education has helped me to solve problems by manipulating a computer system.	2.68	1.13	High Extent
5.	Knowledge of entrepreneurship education has assisted me to operate different business machines in order to meet the societal needs.	3.12	1.04	High Extent
6.	Entrepreneurship education has helped students to keep up with the latest information technological trends.	3.04	1.00	High Extent
7.	With knowledge of entrepreneurship education has helped students to write mailable letter.	3.06	1.01	High Extent
8.	Knowledge of entrepreneurship education has helped students to accurately process information on the job.	3.03	1.11	High Extent
Weighted average		3.07	1.01	High Extent

Source: Field Survey, 2023

The data in Table 1 reveal the mean and standard deviation of responses on the influence of entrepreneurship education on acquisition of technical skills of business education students in colleges of education and polytechnics. The Table shows that the respondents claimed that entrepreneurship



education had helped them to demonstrate proficiency with Microsoft Word, assisted them in operating qualitatively with little or no supervision, and had helped students of business education to have communication skills proficiency to a high Extent. This statement is supported by mean scores of 3.38, 3.14, and 3.12, respectively. The respondents also stated that knowledge of entrepreneurship education had assisted them in problem-solving by using a computer system, the respondents also stated that entrepreneurship education has assisted them in operating various business machines to meet the societal needs, and that entrepreneurship education has greatly aided students of business education in keeping up with the most recent information technological trends to high extend. The mean score for these constructions was 2.68, 3.12, and 3.04, respectively.

The respondents further stated that knowledge of entrepreneurship education had helped students compose mailable letters and had greatly aided them in effectively processing information on the job as business education students. These assertions were backed up by mean scores of 3.06 and 3.03, respectively. The total calculated weighted mean and standard deviation of 3.07 and 1.01 which falls within the ranges of high extent.

Research Question 2: To what extent does financial skills are needed for entrepreneurship by Business Education students in colleges of education and polytechnics?

Table 2: Mean and standard deviation of responses on the financial skills needed for successful entrepreneurship by business education students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Knowledge of entrepreneurship education has helped students to keep track of debtors/creditors.	2.96	1.20	High Extent
2.	Knowledge of entrepreneurship education assisted students on how to prepare ledgers and extract trial balance.	3.19	0.97	High Extent
3.	Knowledge of entrepreneurship education has helped students to construct a business's daily cash account.	3.24	0.88	High Extent
4.	The knowledge of entrepreneurship education has helped students to create a final company account.	2.87	1.01	High Extent
5.	Knowledge of entrepreneurship education has assisted me to put financial plans in place to achieve goals.	3.04	1.11	High Extent
6.	Entrepreneurship education has helped me to make appropriate decision from varieties of business financing options.	3.22	0.93	High Extent
7.	Entrepreneurship education can equip students on how to prepare cash versus accrual accounting.	2.96	1.00	High Extent
8.	Entrepreneurship education has helped students to prepare basic financial statement.	3.22	0.91	High Extent
9.	Entrepreneurship education has assisted students on how Budget preparation is being done.	3.18	0.97	High Extent
10.	Entrepreneurship education has helped students prepare financial analysis of capital investment and strategic initiatives.	3.05	0.94	High Extent
11.	Entrepreneurship education has aided students on how a company can be funded.	2.96	1.07	High Extent
Weighted average		3.08	1.00	High Extent

Source: Field Survey, 2023

The data in Table 2 illustrates the mean and standard deviation of responses on the influence of entrepreneurship education on the acquisition of financial abilities by students of business education in colleges of education and polytechnics. The table shows that the respondents stated that knowledge of entrepreneurship education has helped students to keep track of debtors/creditors, assisted students on how to prepare ledgers and extract trial balance, and has helped students to construct a business' daily cash account to a high extend. by students of business education in Colleges of Education and Polytechnic. They were backed up by mean scores of 2.96, 3.19, and 3.24, respectively. Additionally, the respondents



stated that having a thorough understanding of entrepreneurship education has aided students in developing a final company account, helped them set up financial plans to achieve goals, and greatly aided them in selecting the best course of action from a wide range of business financing options to high extent (mean = 2.87, 3.04 and 3.22 respectively). According to the responses, entrepreneurship education can help students learn how to prepare cash vs accrual accounting, basic financial statements and budgets. It has also supported students in learning how business education students prepare budgets to high extent. They were backed up by the respective mean scores of 2.96, 3.22, and 3.18. In a similar vein, the respondents stated that entrepreneurship education has assisted students in creating financial analyses of capital investments and strategic initiatives, as well as showing them how a company can be heavily funded to high extent by students of business education at Colleges of Education and Polytechnics.

These were supported by mean scores = 3.05 and 2.96 respectively. The overall estimated weighted mean and standard deviation, are 3.08 and 1.00, which indicate that all the constructs of influence financial abilities are to high extent.

Test of Hypothesis

Ho1: There is no significant difference between the mean responses of male and female business education students on the extent to which entrepreneurship education influence acquisition of technical skills in colleges of education and polytechnics.

Table 3: Summary of t-test of the difference between the mean responses of male and female respondents regarding the influence of entrepreneurship education on the acquisition of technical skills in colleges of education and polytechnics

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	146	3.83	0.28	26.70	267	0.00	Rejected
Female	123	2.17	0.69				

Source: Field survey, 2023

P<0.05

Data in Table 3 reveals that there were 146 male respondents and 123 female respondents in North-Eastern zone. The male and female respondents' responses show that entrepreneurship education positively influence technical skills of business education students to high extent (\bar{x} = 3.83; SD = 0.28) and (\bar{x} = 2.17; SD = 0.69). The table reveals that there was significant difference between the mean responses of male and female students regarding the influence of entrepreneurship education on technical skills of business education students (t_{267} = 26.70, P<0.05). Therefore, the null hypothesis was rejected.

Ho2: There is no significant difference in the mean responses of business education students from federal and state institutions on the extent to which entrepreneurship education influences acquisition of financial skills.

Table 4: Summary of t-test of the difference between the mean responses of respondents from federal and state institutions on the influence of entrepreneurship education on acquisition of financial skills

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal	131	3.91	0.16	25.27	267	0.00	Rejected
State	138	2.29	0.72				

Source: Field survey, 2023

P<0.05

Data in Table 4 reveals that there were 131 respondents from Federal and 138 respondents from the State Institutions in North-East. The Federal and State respondents' responses show that entrepreneurship education positively influences financial skills of business education students to high extent (\bar{x} = 3.91; SD = 0.16) and (\bar{x} = 2.29; SD = 0.72). The table reveals that there was significant difference between the mean responses of business education students from Federal and State Institutions on the extent to which entrepreneurship education influence acquisition of financial skills (t_{267} = 25.27, P<0.05). Therefore, the null hypothesis was rejected.

Analysis of Qualitative Data

A total of 11 participants were purposefully chosen from tertiary institutions for the qualitative study's component, but only 7 were interviewed because of numerous difficulties beyond the researcher's



control. The interview was motivated by the need to gain a deeper understanding of entrepreneurship education in order to provide information that might not be readily apparent in the quantitative data. The interviews were semi-structured. The themes were based on the purposes of the study. Content analysis was used to examine the data. The outcomes were presented in accordance with the following themes:

Technical Skills

Five interviewees representing 71% said that technical abilities are crucial for entrepreneurship. They claimed that those who possess technological skills have a significant advantage over those who lack these skills, while attempting to launch their own business. The respondents to the interviews agreed that all of the criteria on the questionnaire were very highly extended by business education students, including the ability to operate ventures qualitatively with little or no supervision, the proficiency in communication skills, the ability to solve problems by utilizing a computer system, and the ability to operate various business machines in order to satisfy societal needs. An interviewee from Adamawa State Polytechnic, Yola claims that having solid technical skills has enabled him to gain reasonable knowledge, skills, and the ability to develop his own viable business ideas. Another respondent from Ramat Polytechnic, Maiduguri, stated that having knowledge of entrepreneurship education has helped him to develop technical skills for social confidence and to continue his business after graduation.

Financial Skills

Five interviewees, representing 71% of the respondents, stated that financial skills are necessary for any small and medium-sized business in order for the owner to be able to secure funding from individuals, financial institutions and the government in order to operate their company profitably. Nevertheless, two of the interviewees, representing 29% one from Ramat Polytechnic, Maiduguri, acknowledged that through the knowledge of entrepreneurship education acquired, financial skills right from his NDI until his graduation, through courses like book-keeping, financial accounting, and financial management accounting that enable him to start his small-scale business successfully. Additionally, the second interviewee from the College of Education Zing in Taraba State confirmed that having knowledge of entrepreneurship education has influenced his ability to manage money, start a successful business where he receives a steady cash flow, and run a financial company. The interviewees confirmed that all of the items on the questionnaire were to a high extent required by business education students to prepare ledgers and extract trial balance, to construct a business's daily cash account, to make appropriate decisions from various business financing options, to prepare basic financial statements, and how a company can be funded.

Discussion of Findings

The study identified technical and financial skills needed for successful entrepreneurship of business education students in tertiary institutions in North-Eastern Zone, Nigeria. Findings on research question one revealed that entrepreneurship education positively influences technical skills of Business Education students to high extent in North-Eastern, Nigeria. the result of hypotheses one revealed that there is a significant difference between the mean responses of male and female students regarding the influence of entrepreneurship education on technical skills of Business Education students. This is because technical skills of Business Education students are favourably influence by entrepreneurship education programme. Therefore, Entrepreneurship education provides learners with the necessary technical skills, as it provides them with the knowledge and mindset to take productive activities, innovate, and become entrepreneurs. According to Ezeji and Okorie (1988), technical skills are "knowledge and competency in a certain activity, particularly one that involves methods, processes, procedures, and technics." The method of creating stimulators to improve the skills of various professions or activities in a business endeavour is known as technical skills.

Findings on research question two and hypothesis two revealed that respondents rated entrepreneurship education positively influences financial skills of Business Education students to high extent in North-Eastern, Nigeria. The outcome of hypothesis two demonstrates that there was a significant difference between the mean responses of Business Education students from Federal and State Institutions on the extent to which entrepreneurship education influence acquisition of financial skills by students of Business Education in Colleges of Education and Polytechnics. As a result, Business Education programme often give their students in respective of their institutional type, training in financial accounting and financial management to increase their chances of succeeding in the corporate sector. Entrepreneurs with strong financial skills can estimate the number of resources (human and material) required for



production as well as the volume of goods and services the target market will purchase. This affirms with the study of Akpotowoh and Amahi (2016). Knowledge about how to get a loan, a thorough understanding of federal and state institutions, municipal government levies, taxes, and regulations is required to Business Education students in Tertiary Institutions.

Conclusion

The study's findings make it clear that entrepreneurship education is essential for providing Business Education students with technical skills, financial knowledge, that will enable them to create job rather than seek out employment. As the study demonstrates that students in Colleges of Education and Polytechnics have learned skills and knowledge of entrepreneurship education in the areas of competencies and traits as indicated. The study came to the conclusion that entrepreneurship education positively influences technical and financial skills as perceived by business education students in tertiary institutions.

The implication is that business education students need to acquire more than the core skills and characteristics that are stressed in entrepreneurship lectures. It is hinted that the students need to develop more than the fundamental abilities and traits that are frequently emphasized in entrepreneurship training. Business Education students need to be motivated to comprehend the value of different abilities and traits as a tool for promoting success as an entrepreneur.

Therefore, entrepreneurship education must continue to be a priority in tertiary institutions in order to prepare graduates to create jobs rather than to seek employment; otherwise, graduates will continue to be unemployed and become involved in criminal activity due to inadequate knowledge and skills of entrepreneurship education of the Nigerian educational systems.

Recommendations

The following recommendations are made in light of the study's findings:

1. Colleges of Education and Polytechnics administrators should further encourage promotion of technical and financial skills competencies in students for entrepreneurial endeavours through entrepreneurship education curriculum.
2. In order to ensure that the necessary technical and financial skills are properly taught and reinforced to students while in school, and to alter the perception of the students about their entrepreneurial intention authorities of Colleges of Education and Polytechnics should put facilities in place to enhance the teaching of entrepreneurship education.

References

- Abdulkareem, A.Y. & Afolabi, S.O. (2012). Innovative strategies for financial management in Nigerian public secondary schools. *Nigerian Journal of Business Education*, 1(1), 117-123.
- Ademiluyi, L.F. (2019). Employability skills needed by Business Education students as perceived by teachers and employers of labour. *Nigerian Journal of Business Education*, 11(1), 57-65.
- Adoh, R.N. (2020). Perception of business education students on the acquisition and utilization of entrepreneurial skills to survive in Nigeria. *conference Proceedings of Association of business educators of Nigeria*, 7 (1), 423-430.
- Agbonifoh, H.N. (1999). Constraints to skill acquisition in vocational agriculture educational system in Nigeria. *Journal of Qualitative Education*. 6(1),118-121.
- Ahukannaah, L.I Ndinechi, G.I & Arukwe, O.N. (1989). *Commerce for senior secondary schools*. Feb Publisher Ltd.
- Akinodi, D.T. (2020). Business education skills for increased productivity in formal organization. *Conference Proceedings of Association of business educators of Nigeria*, 7 (1), 480-485.
- Akpotowoh, F.C & Amahi, F.U (2016). Perceptions of business teachers' educators and small business operators on identified critical factors for a successful entrepreneurship. *Nigerian Journal of Business Education*. 5(2), 72-81.
- Akpotowoh, F.C & Amahi, F.U (2006). Perceptions of business teachers' educators and small business operators on identified critical factors for a successful entrepreneurship. *Nigerian Journal of Business Education*. 5(2), 72-81.
- Bandura, A. (1992). *Self-efficacy mechanism in human agency*. *American Psychologist*.37(2): 112-147.
- Bandura, A., Barbaranelli, C., Caprara, G., & Pastorelli, C. (2001). "Self-efficacy beliefs as shapers of children's aspirations and career trajectories". *Journal of Child Development*, 72(1), 187-206.



- Cohen, L. Manion, L. & Morrison, K. (2007). *Research methods in education, 6th edition*. Routledge – Taylor & Francis Group
- Ezeani, N.S. (2008). Business education programme in Nigeria: Past, present and future in the 21st century, *Nigerian Journal of business education*, 3 (1), 17-33.
- Ezeani, N.S. (2015). Prevalence of social vices and its attendant effects on Accounting Education Programme in Nigeria. *Nigerian Journal of Business Education*, 2(2), 159-169.
- Ezeji, S. C. O.A, & Okorie, J. U. (1988). *Element of guidance, vocational and career education*. Summer Educational Publishers.
- Ezeji, S. C. O.A, & Okorie, J. U. (1988). *Element of guidance, vocational and career education*. Summer Educational Publishers.
- Fasehun, O.O. (2014). Technical manpower and entrepreneurship in a developing economy. *Technology Educational Journal*. 9 (1), 34-39.
- Federal Republic of Nigeria, (2004). *National Policy on Education*. NERDC Press. Federal Republic of Nigeria (2008). *National Policy on Education (4th ed.)* NERDC Press.
- Igwe, J.O. (2017). Accounting education and self-reliance. *Journal of Business Educators of Nigeria* . 11(4) 78-83.
- Katz, J. (2012). *Entrepreneurship Development in Third World. A Realistic Approach*. New York: Grew Hill Inc.
- Maina, R.K (2013). Determinants of entrepreneurial intentions among Kenyan College Students. *Journal of Business Management*. 3(1), 1-18.34(2): 29-43.
- Mathews, C.H., Moser, S.B. (2015). A longitudinal investigation of the impact of family background and gender on interest in small business ownership. *Journal of Small Business Management*. 34(2): 29-43.
- Nwokike, F.O (2016). Promoting entrepreneurship education in Business Education Programme for empowerment and employment generation of Business Education students. *Conference Proceeding of Association of business educators of Nigeria*, 3(1),409-418.
- Okoye, G. Solomon, R.U. & Fernald, J. (2017). Entrepreneurial dynamics in the small business service sector. *International Journal of Entrepreneurial Behaviour & Research*, 4(3), 250-255.
- Osuala, E. (2008). *Foundations of vocational education, 3rd Edition*. Fullah Publishers Company.
- Osuala, E.C (1989). *Principles and practice of business education*. Obosi Pacific Publishers.
- Schumpeter, J.A. (2007). The effect of national culture on the choice between “licensing and direct foreign investment”, *Strategic Management Journal*. 15 (3): 627-642.
- Shane, S. (2013). “Prior knowledge and the discovery of entrepreneurial opportunities”, *organization science*. 11, 4448-469.
- Umoru, T. A. (2015). *Methodology of teaching Business Education Subjects*. Reading material for Doctoral student. Kwara State University, Malete.
- Umunnah, E.B. (1992). Accounting education in Nigerian Colleges of Education and Polytechnics. *Nigerian Journal of Business Education*, 11 (4), 64-71.
- Uniamikogbo, K.O. & Adeusi, S.H. (2017) Managers` Rating of Managerial Skills Considered Necessary for Success of Small and Medium Enterprises for Curbing Social Vices. *Nigerian Journal of Business Education*, 2(3), 213-223.