ENTREPRENEURIAL PLANNING AND ORGANIZATIONAL SKILLS NEEDED BY BUSINESS EDUCATION STUDENTS IN PUBLIC UNIVERSITIES IN SOUTH EAST STATES OF NIGERIA FOR SELF-EMPLOYMENT

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Abstract

The study focused on entrepreneurial skills needed by business education students in public universities in South East states of Nigeria for self- employment. Survey research design was adopted. Two research questions and two null hypotheses tested at.05 level of significance guided the study. The population for the study was 47 business educators in public universities offering the programme in South East states of Nigeria. The population was used as the sample for the study. Structured questionnaire containing a total of 27 items was the instrument for data collection. The reliability of the instrument was conducted to check the internal constituency using Cronbach Alpha reliability coefficient method. A correlation coefficient of .86 was obtained. It was found out that ability to have foresight, recognize a problem, identify the alternatives, be innovative and creative are some of the planning skills needed by business education students for self-employment. Furthermore, ability to put the right people, delegate authority and responsibility are some of the organizational skills needed by business education students of public universities in South East states of Nigeria for self-employment. However, it was recommended that the identified planning and organizational skills, be used in teaching entrepreneurial skills in universities for students to be self-employed. Subsequently, there should not be any gender bias in teaching of entrepreneurial skills to students.

Keywords: Entrepreneurial skills, Business Education and Self-employment.

Introduction

The Nigerian economy before 1960 was more of agrarian. Indigenous technology was not encouraged and the government depended on importation of European commodities and technology. By the 1980's, with the upsurge of acquisition of Western education and white collar jobs, many Nigerians started graduating from universities and colleges of education without getting employment. Today, unemployment is growing wings and tentacles. According to Emejor (2015), unemployment is growing in leaps and bounds. The author noted that over 40million Nigerians are unemployed. South East states of Nigeria which comprises of Enugu, Imo, Abia, Ebonyi and Anambra states are not left out in this problem of unemployment.

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The Federal Government of Nigeria from one time or the other has come up with economic programmes and reforms to address the unemployment issue. The National Directorate of employment was established in March 1986 and saddled with the responsibility of creating jobs for the teaming unemployed youths in Nigeria. The programme was formally launched in January, 1987.

Also, the National Economic Empowerment and Development Strategy Programme (NEEDS) with its State Economic Empowerment and Development StrategyProgramme was established in 1986 (Obasanjo, 2004). Subsequently, some other economic reform packages were launched by former President Obasanjo in 2004 to address the structural and institutional weaknesses in Nigeria. Adoganmbe (2007) observed that these economic reform packages include: acceleration of privatization, deregulation and liberalization of key sectors of the economy, monetary and fiscal reforms, infrastructural development enhanced transparency and accountability and institutionalization of anti-corruption machineries as key factors of good governance.

Nevertheless, most of these programmes could not stand the test of time and failed to solve the problem of unemployment in Nigeria. Bambale (2011) opined that these programmes failed in Nigeria due to some challenges ranging from poor economy, poor leadership, to policy inconsistency.

Honestly, the inability to get young people employed usually creates sense of vulnerability, idleness and attraction of illegal activities. The deplorable situation is left with not better idea than to empower our youths with requisite skills needed for them to make positive changes, better living and contribute their own quota towards sustainable national economy, growth and development. Since the government is not able to provide jobs for all seekers, there is need to equip learners with basic entrepreneurial skills in Business Education.

Business education is an aspect of vocational education which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or for self-employment. Igberaharam (2012) described business education as a systematic and organized programme of instruction aimed at transmitting business knowledge, skills, ideas, aptitude and technical know-how to recipients which is required for usage in business offices and for teaching others. Business education is a course offered both in public and private universities in South East states and Nigeria in general. Public universities are those universities owned, controlled and financed by the government-state and federal. The state universities are owned and run by state governments while federal universities are owned and run by the federal government. However, as business education is run in public universities, both male and female lecturers teach the course. There is no gender bias in the teaching and

learning of the course in the universities. Hence both male and female students enroll for the programme and are exposed to the same skills.

Business education aims at empowering the recipients with requisite saleable skills for them to be self-employed and be employers of labour. This can be achieved through entrepreneurship education. Entrepreneurship education is an aspect of vocational technical education of which business education is a component. It is aimed at training individuals on how to acquire skills and knowledge in order to apply available resources to start business and run them successfully.

Osuala (2004) defined entrepreneurship education as a specialized training given to vocational and technical education students to acquire skills, ideas and managerial abilities and capabilities for self-employment. Entrepreneurship training in the Nigeria tertiary institutions was instituted by the Federal Government through the National Universities Commission (NUC) in 2006. The entrepreneurship training in the higher institution is geared towards assisting students to develop positive attitudes and innovative skills towards self-reliance rather than depending on government to provide employment (Banabo&Ndionu 2011). Several entrepreneurial skills abound for a business educator to be self-employed. These include accounting skills, interpersonal skills, management skills etc. According to Osuala (2004) acquisition of management skills through entrepreneurship education is indispensable towards producing a self-reliant nation with dynamic economy. The management skills are planning skills and organizational skills.

Planning is at the core of entrepreneurship activities and involves a lot of decision making. Without good plan, no business will stand the test of time Onoh (2013) identified the steps required to be taken by an entrepreneur during planning to include:

- Recognition of the problem
- Identifying the alternatives
- Coordinating human and materials resources for effective implementation of the decision taken
- Appraisal or evaluation at the end to analyse success and failure of the entire process.

However, the ability to organize the thoughtful plans is essential to the efficient running of any business. With good plans and improper organization, a business will collapse. Organizational skills involves getting the right people to accomplish task; ability to delegate authority and responsibility; ability to coordinate human and material resources etc. Onoh (2013) opined that organizational skills are needed for day to day running of the business for achievement of set goal.

Nevertheless, entrepreneurial skills are very important for the achievement of the nation's educational policies and production of self-reliant persons. In essence,

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entrepreneurship education is needed at the tertiary level for production of self-reliant graduates. Nwangwu (2007) articulated the objectives of entrepreneurship education at the tertiary level to include:

1. Providing graduates with adequate training and initiative innovative in identifying noble business opportunities
2. Providing functional education for youths so as to enable them to be self-employed and self-reliant.

Self-employment is seizing available opportunities to generate or get involved in activities that could be realized for development and profit making. Onoh (2013) observed that self-employment can mean the promotion of free enterprise and self-sufficiency by creating and spreading wealth to the grassroot level as a contribution to economic growth, employment generation and social progress.

For a self-employed person to be successful he has to possess the requisite skills and these skills could be got through entrepreneurship education. Skill is the ability to perform expertly well, facility in performance with dexterity and tact through what one has learnt and practiced in training (Onoh, 2013). Skills are acquired through training and are usually associated with particular occupational areas.

Nigerian university students need to acquire desirable skills to be self-employed. Need, according to Ede, Miller and Bakare (2010), is defined as something that is required not just because one would like to have it but because it is useful or very important. Need depicts a condition of lack or want of something necessary. Therefore, any skill required for self-employment of business education students which is lacking becomes a need. Some business education graduates join other graduates in roaming about the street looking for paid employment. This suggests that they need to possess certain entrepreneurial skills in order to exonerate themselves from the unemployment menace in the country, be self-employed, employ others and contribute to economic development. This necessitated the enquiry into the entrepreneurial planning and organizational skills needed by business education students in public universities in South East states of Nigeria for self-employment.

Purpose of the study

The main purpose of this study was to determine the entrepreneurial planning and organizational skills needed by business education students in public universities in South East states of Nigeria for self-employment. The study specifically sought to determine:

1. The entrepreneurial planning skills needed by business education students in public universities in South East States of Nigeria for self-employment?
2. The entrepreneurial organizational skills needed by business education students in public universities in South East States of Nigeria for self-employment.

Research Questions

The following research questions guided the study:

1. What are the entrepreneurial planning skills needed by business education students in public universities in South East States of Nigeria for self-employment?
2. What are the entrepreneurial organizational skills needed by business education students in public universities in South East States of Nigeria for self-employment?

Hypotheses

The following null hypotheses tested at .05 level of significance guided the study:

a) There is no significant difference in the mean ratings of male and female business educators on the entrepreneurial planning skills needed by business education students in public universities in South East States of Nigeria for self-employment.

b) A significant difference does not exist in the mean ratings of male and female business educators on entrepreneurial organizational skills needed by business education students in public universities in South East States of Nigeria for self-employment.

Method

The design adopted for this study was survey research design. According to Nworgu (2006), a survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or entire group. However, in this study, Data were collected from business educators in public universities in South East states of Nigeria. The populations was 47 business educators in public universities in South East states of Nigeria (20 males and 27 females). The number was manageable and as such, there was no sampling. The public universities were made up of three federal universities and three state universities offering business education in that zone.

Data collections were done using a 27item questionnaire developed from literature review. Four-point response scale of highly needed (4), needed (3), slightly needed (2) and needed (1) was used. The instrument was validated by three experts two from the Department of Technology and Vocational Educational Education, Enugu State University of Science and Technology, Enugu and one expert from the department of Business Education, university of Nigeria Nsukka. Their corrections and suggestions were used to produce the final instrument. The instrument was trial tested using twenty business educators from universities in South, South states of Nigeria. The reliability coefficient was 0.86 using Cronbach Alpha formula. Five research assistants helped in

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the distribution of the 47 copies of the questionnaire. All the 47 copies of the instrument were returned, given 100% return rate.

Two research questions and two null hypotheses guided the study. Weighted means and standard deviations were used to answer the research questions. Decisions were made using the lower and upper limits of the scale values 1 to 4 on a four point scale as follows:

Highly Needed (HN)	=	3.50 – 4.00
Needed (N)	=	2.50 – 3.49
Slightly Needed (SN)	=	1.50 – 2.49
Not Needed (NN)	=	0.50 – 1.49

The standard deviation was used to determine the homogeneity or otherwise of the opinions of the respondents. Items with standard deviation less than 1.96 indicated that the opinions of the respondents were homogenous. The t-test statistic of no significant difference was used to test the null hypotheses. The t-calculated was compared with the t-table value at .05 level of significance and appropriate degree of freedom. The null hypothesis was not rejected where the calculated t-value was less than the table t-value at appropriate degree of freedom; otherwise the null hypotheses was rejected.

Results

The results of the study were obtained from the research questions answered and hypotheses tested (see Tables 1-4).

Research Question 1

What are the entrepreneurial planning skills needed by business education students in public universities in South East states of Nigeria for self-employment?

Table 1: Mean ratings and standard deviations of responses of male and female respondents on entrepreneurial planning skills needed by business education students in public universities in South East States of Nigeria for self-employment.

S/NO	Items Statement	n_1=20	SD_1	n_2=27	SD_2	SDG	Decision
	Entrepreneurial planning skil						
	needed by business education						
	student for self-employment a						
1.	Ability to have foresight	3.20	0.83	3.41	0.64	3.31	0.74	Needed
2.	Ability to recognize a problem	3.50	0.75	3.37	0.84	3.36	0.86	Needed
3.	Ability to identify the alternatives	3.20	1.15	3.07	1.07	3.14	1.11	Needed
4.	Ability to set achievable goals of the business	3.65	0.67	3.19	0.83	3.42	0.75	Needed
5.	Ability to make policies guiding the business	2.90	1.17	3.04	1.19	2.97	1.18	Needed
6.	Ability to adhere to policies guiding the business	3.15	0.88	3.07	0.78	3.11	0.83	Needed

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7.	Ability to set up strategies to achieve the goal	3.35	0.81	3.11	0.85	3.23	0.83	Needed
8.	Ability to set up procedures to achieve the set objections	3.30	0.92	2.96	0.90	3.13	0.91	Needed
9.	Ability to make decisions in line with the set objections	3.60	0.50	3.37	0.79	3.49	0.65	Needed
10.	Ability to be innovative and creative	3.25	0.72	3.74	0.45	3.50	0.59	HighlyNeeded
11.	Ability to take risk	3.45	0.51	3.44	0.80	3.45	0.66	Needed
12	Ability to be independent and confident	3.65	0.67	2.96	0.94	3.31	0.81	Needed
13.	Ability to identify business objectives	3.10	0.55	3.70	0.61	3.40	0.58	Needed
14.	Ability to carry out feasibility studies	3.40	0.75	3.26	0.70	3.33	0.73	Needed
15.	Ability to articulate favourable economic activities for profit purposes	3.10	1.17	3.22	1.01	3.16	1.09	Needed
	Grand Mean/Standard Deviation	3.31	0.80	3.26	0.83	3.29	0.82	Needed

Key

$\bar{X}_1$ = Mean responses of male business educators
SD_1 = Standard deviation of male business educators
$\bar{X}_2$ = Mean responses of female business educators
SD_2 = Standard deviation of female business educators
n_1 = Number of male business educators
n_2 = Number of female business educators
$\bar{X}G$ = Pull mean
SDG = Pull standard deviation

Table 1 reveals that the respondents agreed that item number 10 with pull mean rating of 3.50 is highly needed. This means that innovation and creativity are highly needed by business education students for self-employment. All the other items (1-13 and 15) under planning skills needed by business education students for self-employment had their pull mean values ranging from 2.97 to 3.49. This showed that the respondents agreed that all these entrepreneurial competencies that make up the planning skills are needed by business education students in public universities in South East states of Nigeria for self-employment. The pull grand mean of 3.29 testified to that. The table also indicates the pull standard deviations ranging from 0.58 to 1.18 and the grand standard deviation as 0.82. The values are less than 1.96 indicating homogeneity of responses.

Research Question 2

What are the entrepreneurial organizational skills needed by business education students in public universities in South East states of Nigeria for self-employment?

Table 2: Mean ratings and standard deviations of responses of male and female respondents on entrepreneurial organizational skills needed by business education students in public universities in South East states of Nigeria for self-employment.

S/NO	Items Statement	$\bar{X}_1$ $n_1=20$	SD_1	$\bar{X}_2$ $n_2=27$	SD_2	$\bar{X}G$	SDG	Decision

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	Entrepreneurial planning skil needed by business education student for self-employment a							
16	Ability to put the right people to accomplish task	3.70	0.47	3.48	0.51	3.59	0.49	HighlyNeeded
17.	Ability to delegate authority and responsibility	3.60	0.50	3.70	0.47	3.65	0.49	HighlyNeeded
18.	Ability to arrange work in order	3.40	0.68	3.96	0.87	3.68	0.78	HighlyNeeded
19.	Ability to give feedback on performance	3.35	0.75	3.26	0.71	3.31	0.73	Needed
20.	Ability to successfully run and participate in meetings	3.20	0.70	3.44	0.51	3.32	0.61	Needed
21.	Ability to manage other people to get results and take initiative	3.30	0.80	3.22	0.74	3.26	0.77	Needed
22.	Ability to show interpersonal relationship	3.55	0.51	3.41	0.69	3.48	0.60	Needed
23.	Ability to exhibit willingness to work with and give assistance to others	3.30	0.91	3.33	0.73	3.32	0.82	Needed
24.	Ability to accept criticism positively	3.25	0.91	3.11	1.22	3.18	0.97	Needed
25.	Ability to make personal sacrifice	3.00	1.03	3.48	1.0	3.24	1.06	Needed
26.	Ability to have regard for others thoughts of needs	3.60	0.60	3.56	0.69	3.58	0.65	HighlyNeeded
27.	Ability to coordinate human and material resources	3.65	0.67	3.48	0.75	3.57	0.71	HighlyNeeded
	Grand Mean/Standard Deviation	3.41	0.70	3.37	0.75	3.43	0.75	Needed

Table 2 reveals that the respondents agreed on items number 16, 17, 18, 26, and 27 as highly needed hence, their pull means were 3.59, 3.65, 3.68, 3.58 and 3.57 respectively. This means that ability to put the right people to accomplish task, ability to delegate authority and responsibility and the ability to arrange work in order are highly needed by business education students. Also, ability to have regard for others thoughts of needs, and ability to coordinate human and materials resources are highly needed by business education students of public universities in South East States of Nigeria for self-employment.

Subsequently, the respondents agreed that items number 19 to 25 are needed by business education students of South East States of Nigeria. Hence, their pull mean ratings were 3.31, 3.32, 3.26, 3.48, 3.32, 3.18 and 3.24 respectively. The grand mean of 3.43 concord to that. The table also showed that their pull standard deviations ranged from 0.49 to 1.06. This means closeness of opinions. The grand standard deviation of 0.75 also supported that assertion.

Ho_1: There is no significant difference in the mean ratings of male and female respondents on the entrepreneurial planning skills needed by business education students of public universities in South East States of Nigeria for self-employment.

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Table 3: The t-test comparison of the opinions of male and female respondents with respect to the entrepreneurial planning skills needed by business education students of public universities in South East States of Nigeria for self-employment.

Gender	X	SD	n	df	t-cal	t-table	Decision
Male	3.31	0.80	20	45	0.187	1.67	Do not reject
Female	3.26	0.83	27				

t –cal (0.187) < t-table (1.67) Not significant.

The result in Table 3 reveal that the t-calculated of 0.187 is less than the t-tabulated of 1.67 at .05 level of significant and 45 degree of freedom. Hence, there is no significant difference in the mean ratings of male and female respondents on the entrepreneurial planning skills needed by business education students of public universities in South East states of Nigeria for self-employment.

Ho_2: A significant difference does not exist in the mean ratings of male and female respondents on entrepreneurial organizational skills needed by business education students in public universities in South East States of Nigeria for self-employment.

Table 4: The t-test comparison of the opinions of male and female respondents with respect to entrepreneurial organizational skills needed by business education students in public universities in South East states of Nigeria for self-employment.

Gender	$\overline{X}$	SD	n	df	t-cal	t-table	Decision
Male	3.41	0.70	20	45	0.159	1.67	Do not reject
Female	3.37	0.75	27				

t-cal (.159) < t-table (1.67) Not significant.

The result in Table 4 reveal that the t-calculated of 0.159 is less than the t-tabulated of 1.67 at 0.05 level of significant and 45 degree of freedom. Hence, a significant difference does not exist in the mean ratings of male and female respondents on entrepreneurial organizational skills needed by business education students in public universities in South East States of Nigeria for self-employment.

Discussion

From the study, it was found out that all the respondents agreed with the 15 items under entrepreneurial planning skills as needed by business education students in South East states of Nigeria for self-employment. These items include: ability to have foresight, recognize a problem, identify alternatives, set achievable goals of the business, make policies guiding the business, be innovative and creative, take risks etc. This is in line with Yalokwu (2002) who identified steps in planning to include identification of opportunities,

determination of mission, goals and objectives, source for fund for the enterprise among others. Planning is said to be the core of entrepreneurship activities.

Furthermore, the findings of the study revealed that the respondents agreed with all the 12 items under the entrepreneurial organizational skills as needed by business education students in South East states of Nigeria for self-employment. These items include: ability to put the right people to accomplish tasks, delegate authority and responsibility, arrange work in order, give feedback on performance, coordinate human and materials resources etc. This is in line with Onoh (2013) who noted that organizational skill are needed to guide the entrepreneur in the day-to-day running of the business for the achievement of the set goals.

The null hypotheses revealed no significant difference in the mean ratings of the male and female respondents in respect of entrepreneurial planning and organizational skills needed by business education students for self-employment. This is in line with the views of Obi and Akarahu (2010) who found out that sex, role and professional status does not affect possession of skills. However, the result is at variance with the views of Alade, Ayodele and Ayodele (2010) who found out those male students have more ability to demonstrate employability skills than their female counterparts.

Conclusion

Entrepreneurial planning and organizational skills are very important. Their acquisition by students will help equip them with attitudes and competencies needed to be job creators instead of job hunters. These skills will arm students with competencies for self-employment and self-reliance rather than depending on government to provide employment for them. Subsequently, when these skills are acquired they will help sustain employment. However, a significant different does not exist in the mean ratings of male and female business educators on entrepreneurial planning and organizational skills needed by business education students in public universities in South East states of Nigeria for self-employment.

Recommendations

Based on the findings of this study, the following recommendations are hereby made:

1. The identified planning skills should be used in teaching entrepreneurial skills in the universities for students to be self-employed and be sustained therein rather than seeking paid employment.
2. The identified organizational skills should be incorporated under entrepreneurial skills for training of business education students for self-employment after graduation.
3. There should not be any gender bias in teaching of entrepreneurial skills to students.

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