

## Twenty-First Century Skills and Competencies Required by Business Education Graduates for Effective Entrepreneurial Success in Ebonyi State

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### Abstract:

The study focused on the 21st century skills and competencies required by business education graduate for effective entrepreneurial success in Ebonyi State. Two objectives research questions and their corresponding two hypotheses were formulated by the researcher to guide the study. Descriptive survey research design was adopted for the study. The population of the study was 783 employers of labours in Cross River State. The sample size of the study was 235 employers of labour in Cross River State using simple random sampling technique. The instrument for data collection was a structured questionnaire. The instrument was validated by two experts in Business Education. Data collected were analyzed using descriptive mean statistics and standard deviation. The hypotheses were tested using ANOVA and t-test at 0.05 level of significance. The results showed that personality and communication skills are the 21st century skills and competencies required by business education graduate for effective entrepreneurial success in Ebonyi State. The implications of these results are that every graduate should develop skills that will enable them to utilize personality and communication skills for effective entrepreneurial success. The study concluded that since employers of labour require a well-skilled worker for employment, business educators required to equipped students with veritable skills for effective entrepreneurial success after graduation. It was therefore recommended, among others, that curriculum planners should integrate more ICT practical skills into business education curriculum so that graduates of business education will possess the relevant skills for adequate and satisfactory entrepreneurial success in the industry and Business Education students should be well trained in communication skills because effective communication improves productivity, teamwork, create good relationship among people working in an organization.

**Keywords:** Skills, Business Education Graduates, Entrepreneurial Success.

### Introduction:

Education is the bedrock of any nation that wants to grow, especially a developing country like

Nigeria (Ore & Akporuovo, 2020). In many developing countries like Nigeria, education is

seen as best tool for achieving national growth and development. One of the major goals of education as spelt out in the national philosophy of education is that education should be comprehensive, functional qualitative and relevant tailored towards societal needs (FRN, 2018). The transmission and inculcation of morals, standards, norms and values of a society from one generation to another can only be possible through education this is because education is an important instrument for any nation that desire sustainable economic growth and development. For education to be effective, it should incorporate the ability to “do” and “apply” what had been learnt. That is, learners should be adequately equipped with of the required technical know-how. The increasing number of graduates that are unemployed in Nigeria shows they lack the relevant entrepreneurial or employability skills that are required to be job creators or employable. This is technically one of the reasons why the nation is an economically developing nation as most developed nations started by adequately equipping their citizens with the type of education that will be of great benefit to them. That is, the education that will enable them make use of the cognitive, affective and psychomotor domains. Education helps individuals to be creative and innovative. It increases knowledge, innovation, productivity, effectiveness and develops creative reasoning skills. It also helps to reduces family size improves health and nutrition and changes attitude toward work and society (Ajuluchukwu and Osakwe, 2019).

Education provides information to an inexperienced individual for the purpose of developing the cognitive, affective and psychomotor domains. However, most Business Education graduates are depended on the government for employment hitherto adding to the backlog of unemployed graduates in the country causing an increase in the unemployment rate of the country. This however contradict the objectives of Business Education programme in Nigeria that is supposed to produce graduates that are self-confident, job creator and selfreliant, who are well equipped with entrepreneurial skills rather than job

seekers. As a result of the inability of the Business Education curriculum to meet with its objectives and equip students with the right entrepreneurial skills, the programme has constantly turnout huge number of graduates who are faced with the problem of been unemployed. This problem arises from faulty curriculum planning, design, implementation and evaluation, inadequate qualified and well exposed and experienced Business Educators and lack of integration of practical with theoretical contents of Business Education curriculum.

The future is shaped by entrepreneurs who have the ability to create and innovate in a quick succession. So do majority of entrepreneurs possess these skills which enable them to perform better in their entrepreneurial endeavours? Starting an enterprise is always intertwined with many uncertainties and vulnerabilities. To tackle these uncertainties successfully, what is required of the entrepreneur is to inculcate a growth mind-set. Entrepreneurs always do not have the answer to the uncertainties faced by them; what is in their hand is to see those as opportunities to learn and grow. This is the mind-set which entrepreneurship advocates and rewards. As far as entrepreneurial skills in the 21st century are concerned, Ikedimma (2021) mention about some typical entrepreneurship skills that should be acquired by aspiring entrepreneurs. Those skills are:

1. Capabilities to convert a concept into a business plan - Many aspiring entrepreneurs have bright concepts for starting new enterprises. But, many are unable get their ideas into motion towards building a sustainable company due to lack of a robust business plan.
2. Environmental scanning – Every organisation has an internal and external environment. It is the responsibility of the entrepreneur to scan the internal and external environment for understanding the developments within their industry and taking advantage from them.
3. Opportunity recognition – recognition of opportunities is considered as a basic quality of successful entrepreneurs. Recognition of opportunities at correct time and place is

considered as a creative ability of successful entrepreneurs.

4. Networking and advisory board – for entrepreneurial success, it is important to understand when advice is necessary and taking necessary steps to identify that timely advice is available for making business decisions.

Entrepreneurs who wish to grow their businesses remarkably should engage in challenging activities and acquire new skills which were not required when they initially launched their businesses (Widmar, 2015). Another skill which is required to grow the business quickly is the skill of delegation. Delegation often relieves a lot of pressure on entrepreneurs emerging from routine activities, thereby allowing them to focus on most significant tasks of the business like motivating, recruiting right people, product or service improvements, and growth and development opportunities (Widmar, 2015). The entrepreneurs also need to ensure that all the employees are working as per the mission and vision decided by the entrepreneur for the organisation (Widmar, 2015). Leadership is another important trait which must be possessed by growth minded entrepreneurs. Ubulom & Ogwunte, (2017) opines that the chance of success of an entrepreneur is increased if leadership development is accepted as an integral part of planning activities of the organisation.

Ezenwafor and Olaniyi (2017) reported that human relation skills, innovative skills and problem-solving skills among others are required for entrepreneurial success. Correspondingly, Olusegun (2012) highlighted other skills such as financial, management, communication, marketing, information and communication technology, creativity, risk-taking and decision-making skills as important for business education graduates desiring to be successful entrepreneurs. Although, researchers and authors have highlighted many skills needed for entrepreneurial success, this study focused on personality skills, and communication skills.

Personality skills are skills that enable business managers to manage emotions, temperament, anger

and personal interest. Raposo Matos-Ferreira, Finisterra do-Poo and Gouveja-Rodrigues (2018) opined that personality skills are motivational set skills that shape and motivate an individual to start-up a business venture. The fact that, the personality of individual has a lot to play in entrepreneurship necessitates the acquisition of personality skills because the possession of certain personality skills will propel an individual toward entrepreneurial exploration in its immediate environment. According to Nwigbo (2022) there are three types of personality skills of entrepreneurs. They are; Need for Achievement: McClelland first identified the need for achievement as a personality trait. McClelland's theory that need for achievement is a strong psychological driving force behind human action has been long proposed as a factor influencing entrepreneurial behaviour. The need for achievement is usually referred to as a learned, stable characteristic where satisfaction is acquired by aiming for and accomplishing higher levels of excellence. The need for achievement was originally conceptualized as a fixed personal skill. Entrepreneurs with high level of need for achievement have a strong desire to solve problems by themselves. They like setting and achieving goals and they enjoy receiving feedback on their achievements (Chell, 2008). An individual with a high need for achievement spends time trying to do a better job or trying to accomplish something important. These individuals are high achievers who like to take responsibility for finding solutions to issues, who like quick feedback on their performance to know if they have improved or not and who like to achieve targets that are challenging but not beyond their capabilities. They do not like to succeed by chance.

Locus of Control: Individuals with internal locus of control believe that they are able to control life's events. Those with external locus of control believe that life's events are the result of external factors, such as chance, luck or fate. Locus of control is understood as a determinant of the expectations of success (Westhead, 2011). Individuals with internal locus of control believe that they themselves are in control of their destinies. Internal

locus of control is said to be an important characteristic of entrepreneurs. Entrepreneurs with high levels of internal locus of control usually see themselves as having more power and discretion and being more innovative (Zhang & Bruning, 2011). Entrepreneurs with high levels of internal locus of control might not be willing to give up the control of their businesses or to seek advice from customers, competitors or other external entities. These entrepreneurs want to create a competitive organizational culture that is driven by their own creativeness.

On the other hand, individuals with external locus of control believe that fate has a strong influence over their lives (Chell, 2008). An external locus of control refers to the type of attitude that focuses on the actions of other individuals, or on chance, luck or fate. The external locus of control hinders learning and stimulates passivity.

**Propensity to Take Risk:** Much of the entrepreneurship literature highlights the importance of risk taking to entrepreneurs. Additionally, it is believed that entrepreneurs prefer to take moderate risks in situations where they have some degree of control or skill in realizing a profit. Risk taking is perceived as a skill that differentiates entrepreneurs from non-entrepreneurs and managers (Ahmad, 2010). A risk taker is an individual who pursues a business idea even when the probability of succeeding is not high. Stereotypic impressions of an entrepreneur assume that an entrepreneur is usually a risk-taker. However, research shows that an entrepreneur takes only calculated risks (Chell, 2008). Risk-taking depends on the vision of a situation and/or the entrepreneur's vision of being an expert. Entrepreneurs with a high level of risktaking propensity are adventurous and daring, they look for excitement and stimuli, as well as being optimistic and energetic (Fine, 2012).

Communication skills are skills that enable business managers to express their opinions and transmit information within and outside the business environment. This is the ability of a business manager to clearly convey important

messages to his superiors, subordinates, colleagues and clients or customers in the market place. Managers should be able to communicate well in order to sell their vision to investors, potential clients, team members, and others who are involved in promoting the enterprise in order to achieve success.

Business Education programme are skill-oriented and intend to equip the graduates with employability skills for the labour market. The term skill, according to International Board of Standards for Training and Performance Instruction (IBSTPI, 2019), refers to the ability to effectively and efficiently performs the activities of a given occupation or function to the standards expected by the employer. Skill is knowledge that is translated into practical activity (Osinem and Nwoji, 2020). It can be understood from the above definitions that when one acquire knowledge, one should be able to use that knowledge in producing things or delivering some valuable services for human consumption. IBSTPI (2019) noted that skills that are mostly talked about today as required by business education graduates and expected by employers of labour are Communication skills, office technology skills, management function skills, communication skills and accounting information skills. Possession of Communication skills is essential for coping with the rapid technological changes in the work place. In order to apply the new opportunities that technologies are opening in modern offices, employees have to develop the right set of ICT skills to make a meaningful use of these technologies when employed in modern offices. According to Nwigbo (2022) indicated that skills in the utilisation of Communication skills is becoming a bedrock for job placement in the 21st century.

From the foregoing, it is important for business educators to intensify the teaching of personality and communication in business education and entrepreneurship training programmes. This is because, without proper development of entrepreneurial skills in the recipients of business education and entrepreneurship programmes, their functions in the business world will be a mismatch

(Onyesom & Jegbefume, 2012). The essence of incorporating entrepreneurship education into business education programmes is to prepare graduates to become managers and owners of small and medium scale enterprises. This noble purpose seems unrealistic given the alarming rate of graduate unemployment and frequent collapse of business enterprises in the nation.

Graduates of business education programmes are in different parts of the country including the South West region of Nigeria and can contribute to entrepreneurship development of the area. Skills for entrepreneurial success are many and varied and the extent each is needed by business education graduates can best be rated by the managers of SMEs in a given area. It is, therefore, necessary for those of them who desire to establish their own enterprises in Ebonyi State, Nigeria to know the skills they need in order to succeed. In determining the skills needed by business education graduates for entrepreneurial success, the rating of SMEs managers can be influenced by gender and experience. Gender is the behavioral characteristics distinguishing between males and females in any society. Abor and Biekpe (2005) observed that female managers of SMEs are less likely to survive than their male counterparts due to unequal economic activities and access to productive resources such as capital as well as differences in skills. Years of experience could play an important role in the SMEs managers' rating of skills needed for entrepreneurial success in Ebonyi State, Nigeria. This could be why, Rosli (2011) asserted that knowledge gained from years of experience can assist SMEs owners to track their position, verify priorities as well as communicate and improve performance. It is in this light that this study was conceived to determine 21st century skills and competencies required by business education graduate for effective entrepreneurial success in Ebonyi State, Nigeria.

#### **Literature Review:**

##### **Business Education Defined:**

Business Education refers to the study of courses that are technology related and the acquisition of

functional and practical skills required to function efficiently and effectively as employees or employers of labour (Titiloye, 2022). It was further described by Titiloye and Muhammed (2016) as a programme that prepares the three domains of learning (the brain, physical body and mind) for the purpose of contributing positively to societal development. The programme is supposed to serve as an instrument for nation building and national growth and development through the creation of jobs which in turns will result to wealth creation. Business Education is a programme designed for the purpose of providing individuals with the right practical, vocational and business attitudes, skills understanding, values and knowledge, that will make them perform effectively in any given society (Ubulom & Ogwunte, 2017).

Business Education programme is basically designed to prepare graduate to be selfreliance, competent, skilful, technically sound and knowledgeable for the purpose of performing efficiently and effectively in the workplace. Tiwari (2020), Business education is concerned with the process of developing job-related behaviours in learners so as to improve their performance. However, the content of the programme curricula does not totally match with the purpose of the programme as the content of the curriculum is more theoretical than practical. Dike (2019) sees the programme as a process that is concerned with opportunities to educate students in disciplines that are educational and business related. According to Aquah (2014), Business Education instructional programme should focus on the knowledge, attitude and skills required by the society to effectively manage the economic system and their personal business. Therefore, Business Education students in Nigeria are supposed to be taught apart from the book knowledge those entrepreneurial skills that are required to become self-dependent, self-reliant and employers of labours thereby contributing to national development.

##### **Concept of Entrepreneurship:**

Entrepreneurship as a word was derived from the French word "entrepredre" meaning the organizer

of musical or other entertainments (Gautam, & Singh, 2015). It refers to the dynamic process of wealth creation by individual who takes up the risk of providing value for the society (Umoren, Akpanuko & Akpan, 2015); it is the process of performing the roles of operating, planning, and assuming the risk of a business venture (Inegbenebor & Igbinomwanhia, 2010). The role of entrepreneurship is crucial in boosting sustainable growth and development (Ho, Uy, Kang, and Chan, 2018). In this modern economy, entrepreneurship is becoming increasingly important as it is the major tool for combating unemployment in the society and the creation of wealth (Khalifa & Dhiyf, 2016).

### **Concept of Entrepreneurial Skills:**

Entrepreneurship skills are necessary for the continuous survival of graduates in any nation. In the opinion of Mgbonyebi and Olaniyi (2019), educating individuals on the importance of acquiring some basic vocational skills, making their own business decisions, and applying such with the knowledge acquired in school will lead to economic empowerment and sustainable growth and development which is the urgent need of the country. Entrepreneurship skills include being able to possess the ability to assess business opportunities, to exploit the opportunities, to mobilize resources and put in place necessary action and highly motivated individuals who can bear risk to achieve business goals (Barakabo, 2017). According to Sherine, Sameh, Reem, Allam and Abdalmuttaleb (2018) entrepreneurial skills in Business Education are: problem solving, risk taking, innovation and critical thinking. Inculcating the required entrepreneurial skills requires students to be more practical; that is, putting theory into practice. By so doing, students become motivated, confidence, proactive and creative (Junior Achievement, 2012). This in turn will lead to better Business Education graduates that are fully ready to take over the economy through job creation and innovativeness.

### **Entrepreneurial Skills of Business Education: Graduates for effective entrepreneurial success:**

In the opinion of Umoren, Akpanuko and Akpan (2015), for national development to take place, the economy must be driven by the collective actions

of people with entrepreneurial mind-set. National development is thus a function of the development of every actor (that is, corporate entities and individuals) within the country.

According to Hák, Janoušková, and Moldan (2016) the transformation of the environment, global society and economy to a sustainable one is a very difficult challenge facing man in today society. This is so, because man is confined or limited to the carrying capacity of the planet earth. The World Bank (2017) has been persistent in the calls for innovative and creative strategies that could be adopted to manage these realities. Business Education graduates must be creative enough to be able to transform the environment, global society and economy to a sustainable one in order to secure the future of the younger generation. Thus, education is an inevitable tool and its mastery is a basic condition for a nation's sustainable development.

Therefore, for there to be effective entrepreneurial success in any country, there must be the integration of knowledge and idea. This integration can only be possible if the educational system is that which focuses on the development of individual potential and ability to be self-reliance. Education for effective entrepreneurial success should therefore focus majorly on the education which main purpose is to equip individuals with the right mind-set, knowledge and skills required to create a sustainable future which is one of the major objectives for the introduction of Business Education as a programme in Nigeria. Education is an important indicator of societal progress as it plays a vital role in the achievement of sustainable economic growth and development. The roles that Business Educators play in the lives of students is very vital in preparing them to become responsible citizens that are capable of making economically informed decisions that will be of benefit to the and the society at large.

### **Statement of the Problem:**

Entrepreneurship is drive and ability of an individual to provide innovative goods and services for profit purpose. Thus, entrepreneurship is a

dynamic economic activity geared towards promoting and maintaining monetary resources of business minded individuals in any society. The ultimate benefit of setting up of entrepreneurship ventures is to tackle unemployment. According to Aremu and Adeyemi (2011), many entrepreneurship ventures die within their first five years of existence while some go into extinction between the sixth and tenth years. This leaves only a few of these ventures to survive and become successful. Researchers have acknowledged the existence of multifarious factors such as technological changes, societal changes, instability of government and poor policies among others affecting the life span of business enterprise. Ezewanfor and Okoli (2010) observed that although, there are several external factors affecting the entrepreneurial success in Nigeria, the major factors are internal centre on lack of relevant skills. Many practicing entrepreneurs have the initiative to start a new venture but lack the tools, support and skills needed to succeed. Business education students are exposed to several skills that will enable them become successful entrepreneurs on graduation.

Unfortunately, many of these graduates are searching for corporate and government jobs thereby increasing the already high unemployment rate in Ebonyi State, Nigeria despite the abundant entrepreneurship opportunities feasible in the region. The problem of this study, therefore, is that business education students in South-West Nigeria do not appear to be thriving in entrepreneurship as expected possibly due to lack of relevant skills among other factors. Researchers and authors have outlined personality, ICT, human relation, communication and management skills among others as necessary for entrepreneurial success. However, the extent each of these set skills are needed is likely to differ from one location to another. Hence, the study, on 21st century skills and competencies required by business education graduate for effective entrepreneurial success in Ebonyi State.

### **Purpose of the Study:**

The main purpose of this study was to determine 21st century skills and competencies required by business education graduate for effective

entrepreneurial success in Ebonyi State, Nigeria. Specifically, this study sought to determine:

1. personality skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria
2. communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria

### **Research Questions:**

The study was guided by the following research questions:

- i. What are the personality skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria
- ii. What are the communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria

### **Hypotheses:**

In order to carry out this study, the under-listed hypotheses were formulated and tested at 0.05 level of significance

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female on personality skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria

**H<sub>02</sub>:** There is no significant difference in the mean ratings of male and female on communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria

### **Research Methods:**

The research design that was adopted for this study is the survey design. The study was carried out in Ebonyi State. Ebonyi State is a state in the South-East geopolitical zone of Nigeria. The population for the study was 783 employers made up of 135 Managers in private business organizations registered with Corporate Affairs Commission (CAC) and 648 Directors in Government establishments in Ebonyi State. The study adopted random sampling technique. The sample of this study was 235 drawn from 783 respondents from modern offices in Ebonyi State. The instrument for

data collection for this study was a structured questionnaire titled “Skills Required of Business Education graduates in entrepreneurial success Questionnaire (SRBEGESQ). The questionnaire was constructed by the researcher and it was made up of fifty six (56) items. The instrument was validated by three experts from the Faculty of Education in Enugu State University of Science and Technology, Enugu. The 56 item questionnaire was administered to thirty (30) business managers and Directors in Enugu State for pilot test. Data collected from field study were used to compute the reliability index using Cronbach Alpha approach. The overall reliability index of 0.94 was obtained for the instrument which indicated a high internal consistency and is reliable for use for the study. The researcher administered 235 copies of the questionnaire to the respondents with the help of three research assistants who were be briefed by the researcher.

The descriptive statistic of mean and standard

deviation was used to answer the research questions. Hypothesis one, two, four, and five was tested using t-test statistic while hypotheses three was tested using ANOVA at .05 level of significance. The results of hypotheses tested with t-test was accepted when the t-calculated value was less than the t. critical value at 0.05 level of significance and was rejected when the t-calculated value is greater than or equal to the t. critical value at 0.05 level of significance. The result of the hypotheses tested with ANOVA was accepted when the p-value was greater than 0.05 alpha value and was rejected when the p-value was less than or equal to 0.05 alpha value.

**Results:**

**Research Question One:** What are the personality skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria?

Data collected to answer the research question is presented in Table 1.

**Table 1: Mean ratings on the personality skills needed by business education graduates for entrepreneurial success.**

S/N	Ability to:	N	$\bar{x}$	SD	DEC.
1	Take risks when necessary	235	3.25	0.59	HR
2	Display high sense of self-concept	235	3.21	0.73	HR
3	Be self-disciplined	235	3.30	0.64	HR
4	Respond adequately to business pressures and challenges	235	3.01	0.80	HR
5	Set and achieve goals	235	3.20	0.80	HR
6	Take courageous decisions	235	3.02	0.80	HR
7	Recognize and work on personal shortcomings	235	3.04	0.72	HR
8	Respond to constructive criticisms	235	2.88	0.79	HR
9	Maintain high level of energy	235	3.08	0.77	HR
10	Display high sense of self-esteem	235	3.18	0.78	HR
11	Manage emotions	235	3.29	0.64	HR
12	Display high sense of self reliance	235	3.36	0.60	HR
13	Deal honestly with customers	235	3.30	0.68	HR
	<b>Grand mean</b>		<b>3.18</b>		



The result of data analysis presented in Table 1 revealed that all the enlisted personality skills needed by business education graduates for entrepreneurial success. This is evidently showed in the mean scores of the items which were above 2.5 the benchmark for requirement. The table had the grand mean of 3.18 which showed that personality skills needed by business education 2.

graduates for entrepreneurial success.

**Research Question two:** *What are the communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria?*

Data collected to answer the research question is presented in Table

**Table 4: Mean ratings on the communication skills needed by business education graduates for entrepreneurial success.**

S/N	Ability to:	N	$\bar{x}$	SD	DEC.
14	Interpret information using ICT devices	235	3.30	0.63	HR
15	Record information using ICT devices	235	3.26	0.72	HR
16	Transmit information in many language	235	3.27	0.75	HR
17	Manage information using ICT devices	235	3.30	0.68	HR
18	Effectively listen to customers	235	3.31	0.67	HR
19	Write legibly to customer	235	3.38	0.65	HR
20	Speak fluently with clear voice	235	3.01	0.89	HR
21	Create effective platforms to disseminate information	235	2.92	0.86	HR
22	Send information using ICT devices	235	3.05	0.78	HR
23	Receive information using ICT devices	235	3.00	0.81	HR
	<b>Grand mean</b>		<b>3.17</b>		

Data presented in table 2 showed the mean rating of the communication skills needed by business education graduates for entrepreneurial success in Ebonyi State. Based on the data collected, it was indicated that the respondents agreed in all the eleven enlisted items. This is evidently shown in the mean scores of the items which were, 3.30, 3.26, 3.27, 3.30, 3.31, 3.38, 3.01, 2.92, 3.05 and 3.00 respectively. The table also had the grand mean rating of 3.17 while the standard deviation

ranges from 0.63 - 0.89 showed that the Business Education graduates highly require communication skills needed by business education graduates for entrepreneurial success in Ebonyi State.

**Hypotheses:**

**H01:** There is no significant difference in the mean ratings of male and female employers on the personality skills needed by business education graduates for entrepreneurial success

**Table 3: t-test analysis of male and female responses on the personality skills needed by business education graduates for entrepreneurial success.**

S/N	Variable	Gender	N	$\bar{x}$	SD	t-cal value	t-crt.	Df	Remark	Sig.
1	Take risks when necessary	Male	135	3.30	0.46	0.01		233	Accept	Ns
2	Display high sense of self-concept	Female	100	3.18	0.74	0.03	1.96	233	Accept	Ns
		Male	135	3.34	0.62					
		Female	100	3.05	0.83					
3	Be self-disciplined	Male	135	3.30	0.57	0.73	1.96	233	Accept	Ns
		Female	100	3.31	0.73					
4	Respond adequately to business Pressures and challenges	Male	135	3.14	0.69	0.11	1.96	233	Accept	Ns
		Female	100	2.85	0.90					
5	Set and achieve goals	Male	135	3.32	0.67	0.01	1.96	233	Accept	Ns
		Female	100	3.04	0.92					
6	Take courageous decisions	Male	135	3.03	0.74	0.03	1.96	233	Accept	Ns
		Female	100	3.01	0.87					
7	Recognize and work on personal shortcomings	Male	135	3.07	0.68	0.09	1.96	233	Accept	Ns
		Female	100	3.00	0.76					
8	Respond to constructive criticisms	Male	135	2.89	0.80	0.22	1.96	233	accept	Ns
		Female	100	2.86	0.79					
9	Maintain high level of energy	Male	135	3.17	0.66	0.16	1.96	233	accept	Ns
		Female	100	2.96	0.89					
10	Display high sense of self-esteem	Male	135	3.21	0.73	0.19	1.96	233	accept	Ns
		Female	100	3.14	0.85					
11	Manage emotions	Male	135	3.31	0.64	0.72	1.96	233	accept	Ns
		Female	100	3.27	0.64					
12	Display high sense of self reliance	Male	135	3.38	0.61	0.73	1.96	233	accept	Ns
		Female	100	3.34	0.60					
13	Deal honestly with customers	Male	135	3.38	0.59	0.97	1.96	233	accept	Ns
		Female	100	3.19	0.77					

The result of data analysis presented in Table 6 revealed that there is no significant difference in the mean response of male and female employers on the personality skills needed by business education graduates for entrepreneurial success. This is because all the items presented in this table had t-critical values above the t-calculated values. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference

in the mean response of male and female employers on the personality skills needed by business education graduates for entrepreneurial success.

**H04:** There is no significant difference in the mean ratings of employers of labour on communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria based on the based on gender

**Table 4: t-test statistics analysis of mean ratings of employers of labour on the communication skills needed by business education graduates for entrepreneurial success in Ebonyi State based on the based on gender**

S/N	Variables	Variables	N	$\bar{x}$	SD	Df	t-cal value	t-crt.	Remark
36	Interpret information using ICT devices	Male	135	3.34	0.62	233	0.91	1.96	accept
		Female	100	3.26	0.64				
37	Record information using ICT devices	Male	135	3.34	0.75	233	0.45	1.96	accept
		Female	100	3.17	0.68				
38	Transmit information in many language	Male	135	30.38	0.79	233	0.05	1.96	accept
		Female	100	3.13	0.69				
39	Manage information using ICT devices	Male	135	3.42	0.61	233	0.86	1.96	accept
		Female	100	3.13	0.73				
40	Write legibly to customer	Male	135	3.45	0.69	233	0.01	1.96	accept
		Female	100	3.13	0.59				
41	Speak fluently with clear voice	Male	135	3.51	0.57	233	0.33	1.96	accept
		Female	100	3.22	0.73				
42	Create effective platforms to disseminate information	Male	135	2.97	0.93	233	0.31	1.96	accept
		Female	100	3.06	0.83				
43	Send information using ICT devices	Male	135	2.83	0.93	233	0.01	1.96	accept
		Female	100	3.04	0.75				
44	Receive information using ICT devices	Male	135	3.02	0.82	233	0.21	1.96	accept
		Female	100	3.08	0.72				

The result of data analysis presented in table nine (4) revealed that there is no significant difference in the mean response of male and female employers of labour on the communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria. This is because the t- critical values obtained from all the items in the table are greater than the t-calculated values. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference in the rating of employers of labour on the communication skills needed by business education graduates for entrepreneurial success in Ebonyi State, Nigeria.

### **Discussion:**

The result of the finding on personality skills needed by business education graduates for entrepreneurial success showed that all the thirteen items on personality skills needed by business education graduates for entrepreneurial success in Ebonyi State. The respondents agreed that Business Education graduates require information and personality skills for effective entrepreneurial success. According to Nwigbo (2022) indicated that skills in the utilisation of information and communication is becoming a bedrock for job placement in the 21st century.

Personality skills are skills that enable business managers to manage emotions, temperament, anger and personal interest. Raposo Matos-Ferreira, Finisterra do-Poo and Gouveja-Rodrigues (2022) opined that personality skills are motivational set skills that shape and motivate an individual to start-up a business venture. The fact that, the personality of individual has a lot to play in entrepreneurship necessitates the acquisition of personality skills because the possession of certain personality skills will propel an individual toward entrepreneurial exploration in its immediate environment.

The result of the finding on communication skills needed by business education graduates for entrepreneurial success showed that all the fifteen items on Communication Skills are Required of Business Education Graduates for Effective entrepreneurial success. Communication skills are

skills that enable business managers to express their opinions and transmit information within and outside the business environment. This is the ability of a business manager to clearly convey important messages to his superiors, subordinates, colleagues and clients or customers in the market place. Managers should be able to communicate well in order to sell their vision to investors, potential clients, team members, and others who are involved in promoting the enterprise in order to achieve success.

Business Education graduates are expected to be effective in all the Communication skills. This according Eze (2019) is to enable them to function effectively. The result from the study also revealed that Business Education Graduates ought to possess skills in writing legibly, listen attentively, write business language and retain the attention of audience. Effective communication skills are very vital for organizational development. This result is in accordance with Amesi (2014) who noted that speaking, listening and writing skills are required of modern office workers for effective job performance. Result from the Table 2 also indicated that respondents agreed that ability to write mail-able letters, speak good English fluently, write minutes of meeting, reply business correspondence, answer phone call and read incoming business correspondence. These findings were in line with the view of Koontz (2018) who said that communication skills relate to one's ability in the context of speaking, listening, writing and reading. Du-Babcock (2016) also confirmed that communication skills contribute to productive and harmonious relations between employees and customers, and are critical to career success and contribute significantly to organizational success..

From the foregoing, it is important for business educators to intensify the teaching of personality and communication, as well as business skills in business education and entrepreneurship training programmes. This is because, without proper development of entrepreneurial skills in the recipients of business education and entrepreneurship programmes, their functions in the business world will be a mismatch (Onyesom &

Jegbefume, 2012). The essence of incorporating entrepreneurship education into business education programmes is to prepare graduates to become managers and owners of small and medium scale enterprises

Graduates of business education programmes are in different parts of the country including the South West region of Nigeria and can contribute to entrepreneurship development of the area. Skills for entrepreneurial success are many and varied and the extent each is needed by business education graduates can best be rated by the managers of SMEs in a given area.

### Conclusion:

Based on the findings of the study, the researchers that, the fact that small and medium scale enterprises are prone to business collapse in today's unstable business environment makes it necessary for potential business education graduates to acquire relevant personality skills and communication skills to adapt to the numerous business challenges of the world of work.

Business Education is a comprehensive body of knowledge in business that is taught at the educational institutions in Nigeria. Teaching of business education involves the imparting of various business skills in the learners in preparation for the world of work. These skills are what make the completeness of business education graduate. As the employers (managers) want 'well-rounded graduates with a broad range of skills for performance in modern offices. Thus, curricula need to be reviewed to reflect and meet the needs of graduating students and the demands of the business world. The skills identified should be integrated into the office education programmes of institutions of higher learning so as to ensure that the graduates of the programme are able to fit into the world of work. The institutions in conjunction with the government should ensure that the necessary human and material resources are provided for the proper training of the students to be able to fit into the labour market after graduation.

### Recommendations:

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

1. The personality skills identified in this study needed for entrepreneurial success should be included in the curriculum content of business education programme and be taught to all business education students.
2. Business education students should be well trained in communication skills because effective communication improves productivity, teamwork, create good relationship among people working in an organization.
3. Government and her agencies should vigorously re-structure the students' industrial work experience scheme (SIWES) to adequately expose business education students to the relevant personality skills needed for entrepreneurial success 3. Regulatory agencies and educational stakeholders should review the curriculum of business education to integrate personality skills that will motivate students to go into self-employment on graduation.

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