

**INFLUENCE OF BUSINESS EDUCATION CURRICULUM ON
ENTREPRENEURIAL SKILLS OF COLLEGES OF EDUCATION
GRADUATES IN NORTH-CENTRAL ZONE, NIGERIA**

BY

Michael Yusuf IBRAHIM

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHAMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY
DEGREE IN BUSIENSS EDUCATION**

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MAY, 2017

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ZARIA**

May, 2017

DECLARATION

I declare that this thesis titled Influence of Business Education Curriculum on Entrepreneurial skills of Colleges of Education Graduates in North-central Zone, Nigeria, has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

Michael Yusuf IBRAHIM

Date

CERTIFICATION

This thesis titled INFLUENCE OF BUSINESS EDUCATION CURRICULUM ON ENTREPRENEURIAL SKILLS OF COLLEGES OF EDUCATION GRADUATES IN NORTH-CENTRAL ZONE, NIGERIA by Michael Yusuf IBRAHIM meets the regulation governing the Award of the Degree of Doctor of Philosophy of the Ahmadu Bello University Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the memory of my late younger brother, Yakubu Ibrahim..

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ABSTRACT

The study was conducted to establish the Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Graduates in North-central Zone of Nigeria. The study was necessitated by the continuous decline of colleges of education business education graduates' entrepreneurial skills which has resulted into escalating unemployment, social vices and economic hardship amongst others. The study had six objectives. Six research questions were generated to guide the study and six null hypotheses were formulated and tested at 0.05 level of significance. Survey research design was used in the study. The population of the study was one hundred and forty four (144), made up of sixty (60) business education graduates (entrepreneurs) and eighty four (84) of their employees. The entire population was used in the study. Two sets of questionnaire were developed and used for data collection. The administration of the instrument took four weeks. One hundred and four (104) copies of the questionnaire were completed and returned. In answering the research questions, weighted mean of 2.5 and above was used as benchmark for agree while weighted mean of less than 2.5 represented disagree. Regression Analysis was used to test hypotheses 1,2,3,4 and 5 while t-test was used to test hypothesis 6, all at 0.05 level of significance. Null hypothesis one was rejected while Null hypotheses two, three, four and five were retained. The study revealed among others that business education curriculum has no significant influence on financial management skills of colleges of education graduates. Also, it was revealed that business education curriculum has no significant influence on innovative skills of colleges of education graduates. Therefore, the researcher concludes that business education curriculum has little influence on entrepreneurial skills of colleges of education

graduates in North-central Zone of Nigeria. This action can result to lack of entrepreneurial skills by graduates of colleges of education to undertake a viable business venture for self-reliance which might result to increase in the level of unemployment, economic hardship and social vices amongst business education graduates. In view of these findings, five recommendations were made among others that business education curriculum should be strengthened by National Commission for Colleges of Education business education curriculum planners to broaden its financial management skill components. Equally, business education curriculum should be reviewed by NCCE business education curriculum planners to ensure adequate incorporation of innovative skill components.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Entrepreneurship education is a course of study introduced to equip the recipients with the skills of how to utilize whatever utility skills that they acquired to take advantage of opportunities in an environment in order to become self-reliant. Business education programme of colleges of education provides a study in entrepreneurship skill acquisition to prepare students of the programme for business entrepreneurship. According to Andrea (2010) entrepreneurial skills should consist of five basic skills which include: human resource management skills, financial management skills, innovative skills, customer skills and marketing management skills.

Business education is a programme of study that prepares individuals with multiple skills to teach, or work in industry and to equally set up a business as an entrepreneur and employ others. Ibrahim (2011), has stated that business education is divided into two parts: Office education which is vocational in nature for office careers and general business education which is a programme that provides information and competencies needed for managing businesses. Aliyu (2004) in Ibrahim (2010) defines business education curriculum as planned sequence of formal courses and other activities and learning experiences which a student follows in an attempt to achieve particular educational objectives. It was expected that business education programme provides human resource, financial, innovative, customer and marketing skills.

Entrepreneurship education aims at raising awareness of students about business skills, knowledge, promoting creativity, innovation and self-employment. This includes

the acquisition of skills in areas that would be useful and make them self-reliant, and independent productive citizens of the society. Entrepreneurship is critical to the economic development of any nation. An entrepreneur is one who engages in business undertaking with an active and enterprising spirit. An entrepreneur is any person who coordinates the factors of production and bears the risk of uncertainty by investing scarce resources in business ventures. It is necessary for such an individual to acquire skills such as human resource management skills, marketing skills, customer service skills, financial management skills, creative/ innovative skills and risk management skills.

The focus of the study was to systematically investigate and document the influence of business education curriculum on entrepreneurial skills of colleges of education graduates in the North-central Geo-political Zone of Nigeria. The assumption was that there was a positive influence, but where there are challenges and gaps, the study should provide a framework to address these gaps, and make the graduates of business education in the North-central Zone more self-reliant and better job creators, thereby contributing to national development. North-central Geo-political Zone is one of the six Geo-political zones in Nigeria consisting of six states, namely Benue, Kogi, Kwara, Nassarawa, Niger and Plateau. The zone has three federal and nine state owned colleges of education offering business education.

1.2 Statement of the Problem

Business education is a programme of study that prepares individuals with multiple skills for teaching and entrepreneurship activities. Ali (2010) states that dearth of employment related skills; entrepreneurial skills and ignorance of the work environment among youths have caused economic and personal hardship within the past

few years. With so many graduates in the labour market, employers look for evidence of skills which would make an individual stand out from the crowd. In the last decade there had been growing economic downturn in the country leading to a situation of drop in the capacity of government and corporate organizations to provide employment to graduates of institutions of higher learning. This has been the case with graduates of business education from colleges of education. The situation has led to a paradigm shift from relying on government jobs to the acquisition of entrepreneurial skills for self-reliance. Functional educational programmes, such as effective business education, that is supposed to instill entrepreneurship and job skills for self-sustenance amongst the colleges of education graduates, may have not done much.

Experience of the researcher as a business education lecturer for a decade, interaction with owners of business organizations have pointed to the possibility of business education graduates of colleges of education not having desirable skills for starting, operating and managing their business enterprise. Many employers are known to have complained that NCE business education graduates cannot communicate effectively, write correct letters or memo, provide leadership in the absence of the manager, take initiative, work without supervision, work as a team, keep simple financial records, operate simple office machine, keep proper filing system, cover meetings and take accurate minutes, in addition, they are not creative, not innovative, lack good customer relations, lack marketing skills, lack human resource management skills, lack financial management skills, lack skills to work under pressure and lack maintenance culture. Could these inadequacies be as a result of inadequate NCE business education curriculum content to address these skills gaps? Could it be that the skills learnt in the classroom are

different from what is obtainable in work place? Could it be as a result of lack of basic facilities for acquisition of these basic skills?

Based on the factors and issues emphasized above, there may exist skills gap in the curriculum of NCE business education in colleges of education. Therefore, the focus of the researcher is to systematically investigate and document the influence of business education curriculum on the acquisition of entrepreneurial skills of colleges of education students on their graduation to enable them cope with managing a successful business venture in order be self- reliant in the face of unemployment and economic recession in Nigeria.

1.3 Objectives of the Study

The general objective of the study is to determine the Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Graduates in North –central Zone, Nigeria. The specific objectives of the study are to:

1. determine the influence of business education curriculum on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria.
2. assess the influence of business education curriculum on financial management skills of graduates of colleges of education.
3. assess the influence of business education curriculum on innovative skills of graduates of colleges of education.
4. determine the influence of business education curriculum on customer management skills of graduates of colleges of education.

5. determine the influence of business education curriculum on marketing skills of graduates of colleges of education
6. determine the difference between the views of graduates entrepreneurs and their employees on influences of business education curriculum on entrepreneurial skills.

1.4 Research Questions

The research work provided answers to the following questions:

1. What is the influence of business education curriculum on human resource management skills of graduates of colleges of education in North-central Zone, Nigeria?
2. What is the influence of business education curriculum on financial management skills of graduates of colleges of education?
3. What is the influence of business education curriculum on innovative skills of graduates of colleges of education?
4. What is the influence of business education curriculum on customer management skills of graduates of colleges of education?
5. What is the influence of business education curriculum on marketing skills of graduates of colleges of education?
6. What is the difference between the views of graduates entrepreneurs and their employees on influences of business education curriculum on entrepreneurship skills?

1.5 Research Hypotheses

In line with the research questions, the following null hypotheses were formulated for this study:

1. Business education curriculum has no significant influence on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria.
2. Business education curriculum has no significant influence on financial management skills of graduates of colleges of education.
3. Business education curriculum has no significant influence on innovative skills of graduates of colleges of education.
4. Business education curriculum has no significant influence on customer management skills of graduates of colleges of education.
5. Business education curriculum has no significant influence on marketing skills of graduates of colleges of education.
6. There is no significant difference between the views of graduates entrepreneurs and their employees on influences of business education curriculum on entrepreneurship skills of graduates of colleges of education.

1.6 Significance of the Study

The result of the study will be significantly important in many respects. It will be useful to business education graduates, business education lecturers, students, curriculum planners, state and federal governments, employers of business education graduates, society and other stake-holders in education in the following ways;

The findings of this study will yield relevant data required to strengthen, sustain and expand the entrepreneurial skills of business education graduates of colleges of education in Nigeria. Business education students would benefit from the result of the study as it would lead to designing and re-designing business education curriculum,

resulting in a development of more effective business education curriculum that will be used to train them. This would ultimately impact on the quality of business education graduates, thus reducing unemployment, poverty, economic and personal hardship among business education graduates in North-central Zone of Nigeria. Through publications and seminars, the result of the study would be made available to business education graduates. Subsequently, it will help the graduates to appreciate entrepreneurship education and take advantage of business opportunities to set up their own businesses, thereby contributing positively to the development of micro, small and medium scale enterprise to expand national economy.

The result of the study will further provide business education lecturers with appropriate knowledge and skills of instructions and strategies that will enhance teaching and learning. Business education lecturers would enrich their entrepreneurship skills through reading the publication of this work in journals and in seminars.

It will also be of great assistance to the National Commission for Colleges of Education (NCCE), as it will assist the commission to clearly see the relevance of entrepreneurship skills, which would result in developing more effective business education curriculum. Besides, the findings will help the curriculum planners in collecting relevant and reliable data required to support advocacy by various interest groups for better and practical education system that will meet the needs of the graduates and the labour market. Invariably, this would emphasize out the areas of inadequacy that the planner will intervene to address identified skills-gap

The findings of the study will be of great benefit to the state and Federal Ministries of Education as it will reveal the strengths and weaknesses of colleges of education business education programme. The result of the study would encourage government to invest more in business education programme to the benefit of students as new equipments and centers for skills acquisition would be provided. It will help government to formulate appropriate educational policies to justify her heavy investment in education.

The result of the study will motivate employers of business education graduates to collaborate with state, federal government and educational institutions to provide appropriate and required skills in industries or modern world of work. Furthermore, it will help to harness the possible disparity between the activities within the school system and the work environment.

The society will benefit from the result of this study as the business education graduates are part of the larger society. As the graduates get employed or establish their own businesses, they would contribute to the growth of the country's economy. Communities where their businesses are located will benefit from their services and the employment opportunities their businesses would have created. Equally, the study will serve as a reference point for scholars and researchers.

1.7 Basic Assumptions of the Study

In the study the following assumptions were made;

- (a) NCE business education curriculum has positive influence on human resource management skills of colleges of education graduates.

(b) NCE business education curriculum has positive influence on financial management skills of colleges of education graduates

(c) NCE business education curriculum has positive influence on innovative skills of colleges of education graduates

1.8 Delimitation of the Study

The study concentrated on the Influence of Business Education Curriculum on Entrepreneurial skills of Colleges of Education Graduates in North-central Zone of Nigeria who are entrepreneurs (managers) and their employees. The study was delimited to business education graduates of colleges of education from 2005 to 2015 operating their own businesses in North- central Zone of Nigeria and the employees of their businesses. These graduates were those who registered their businesses with state ministry of commerce and industry. These graduates graduated from state and federal colleges of education in the area of study. These groups of business education graduates had business experiences ranging from one year to ten years. The delimitation was based on the facts that these graduates were directly involved in the business education programme as students and now as entrepreneurs. These employees have been working closely with these graduates entrepreneur, thus capable of providing relevant data for the success of this research work.

The study was delimited to the following variables; human resource management skills, financial management skills, innovative skills, customer management skills and marketing skills of an entrepreneur. The restriction was based on the assumption of the researcher that NCE business education curriculum has significant influence on these variables.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related literature. The rationale is to establish a foundation on which this research is to take off. Thus, the chapter is organized under the following sub-headings:

- 2.1 Theoretical framework
- 2.1 Conceptual framework
- 2.3 The Business Education Programme in Nigerian Colleges of Education
- 2.4 Business Education Curriculum in Colleges of Education in Nigeria
- 2.5 Entrepreneurship in Business Education Programme in Colleges of Education
- 2.6 Entrepreneurship skills provided by Business Education Programme
 - 2.6.1 Innovative and Creative Skills of an Entrepreneur
 - 2.6.2 Human Resource Management Skills of an Entrepreneur
 - 2.6.3 Financial Management Skills of an Entrepreneur
 - 2.6.4 Customer Management Skills of an Entrepreneur
 - 2.6.4 Market Management Skills of an Entrepreneur
- 2.7 Review of Empirical Studies
- 2.8 Summary of Reviewed literature

2.1 Theoretical Framework

To understand the nature of entrepreneurs, it is important to consider some of the theory development so as to better recognize the emerging importance of entrepreneurs. The research was anchored on Neo-Classic theory of entrepreneurship. The main reason for the choice of this theory was that it helped in the building of skills, knowledge,

abilities, attitudes, creativity, innovative and competencies of an individual entrepreneur to be successful in his/her business enterprise which are in line with the present study as the study emphasized the acquisition of entrepreneurial skills.

Neo- Classic theory of entrepreneurship is of the view that everyone who is conducting a particular business gets a particular profit margin which is in line with his or her level of labour. In a related view Schultz (1963) states that investment in education will help risk taking skill of an entrepreneur to boost economic and social achievement. Schumpeter (1991) reviewed Neo- Classic theory and added that creativity or innovation is the key factor in any entrepreneur's field of specialization.

2.1.1 The Neo-Classic Theory of Entrepreneurship

This was one of the famous theories of entrepreneurship. Advanced by Marshell in (1948), the theory stipulates that there was no exploitation on the business platform. The theory is of the view that everyone who is conducting a particular business gets a particular profit margin which is in line with his or her level of labour. This means that the entrepreneurs who work very hard at their various businesses will get more profits than those who do not. The theory also views the level of knowledge of an entrepreneur as an important factor in whether or not that person will make profits. This means that if one entrepreneur has more knowledge in the type of business that he or she is doing than another entrepreneur, then that particular entrepreneur will be more successful.

The theory explains that entrepreneurs excel at seeing and taking advantage of possibilities created by social, technological and cultural changes. For example, where a business that caters for citizens might view a sudden influx of younger residents to a neighborhood as a potential death stroke, an entrepreneur might see it as a chance to open a new club. This is the theory of entrepreneurship that many people follow. For the

successful implementation of this theory Human Capital Theory of Schultz (1963) suggests that for an entrepreneur to excel, education or training raise their productivity by impacting useful skills on them. It is believed that the height of a workforce production has positive relationship with educational and training form which they have attained. The higher the educational and training form a person gets, the higher the production/achievement of an individual.

Schumpeter (1991) analyzed the theory proposed by Marshal and believes that creativity or innovation is the key factor in any entrepreneur's field of specialization. He argued that knowledge can only go a long way in helping an entrepreneur to become successful. However, Schumpeter viewed innovation along with knowledge as the main catalyst of successive entrepreneurship. He believed that creativity was necessary if an entrepreneur was to accumulate a lot of profits in a heavily competitive market. He also believed that creativity helps an entrepreneur leverage different types of resources such as capital, social networks, information, human education and material. The theory emphasized that creative people have strong internal focus of control and believed their actions can influence the external world. Many business people support this theory, and hence its popularity over and above other theories of entrepreneurship.

It is believed that by virtue of this theoretical framework, business education students need to possess entrepreneurship skills that will enable them to function effectively and efficiently in the world of work. The theory advocates education as a tool for improving human capital, stimulating labour productivity and boosting the level of technology across the globe. The summary of the theory is that entrepreneurship education improves the ability, capacity and potentials of individual to undertake risk for

which economic benefits are assured. This theory is suitable to the present work because the present work assessed influence of business education curriculum on entrepreneurial skills of colleges of education graduates.

2.2 Conceptual Framework

To understand the nature of entrepreneurial skills, it is important to consider some of the concepts so as to better recognize the emerging importance of entrepreneurial skills to business education graduates of college of education. The research work was based on these three concepts. Concept of business education programme, concept of curriculum and concept of entrepreneurship. Business education is a part of the total educational programme that provides the knowledge, skills, understanding and attitude to perform in business world as a producer and consumer of goods and services that the world offers. Curriculum on the other hand is the offering of socially valued knowledge, skills and attitudes that may be available to students through a variety of arrangements during the time they are at school, college or university. While, an entrepreneur is an individual who engages in business undertaking with an active and enterprising spirit and with multiple skills to successfully operate a business venture. These concepts form the basis for the discussion of all the variables in the study.

2.2.1 Concept of Business Education Programme

Business education is an integral part of vocational and technical education that deals with acquisition of knowledge, skills and attitudes that are needed in this dynamic economy. Business education as a course is divided into three specializations i.e accounting option, secretarial option and marketing option. Business education as a concept cannot be subjected to a single definition. Business education has been defined

by different scholars; Nanassy (1976) in Ibrahim (2011) defines business education as a part of the total educational programme that provides the knowledge, skills, understanding and attitude to perform in a business world as a producer and consumer of goods and services that the world offers. In a related manner, Aina (1986) in Ibrahim (2011) defined business education as a subject that permeates the entire life of the nation, that touches every one collectively and individually, be it in the field of sports, in the place of worship, or even at home doing domestic duties. According to Aliyu (2004) in Ibrahim (2010), states that business education is the deliberate intent of teachers to inform students about business concepts and skills that might be of use in their later life. Aliyu (2004) in Ibrahim (2010) further emphasized that business education is an aspect of education that prepares people to enter into the business world, to participate in productive activities in an attempt to meet up with the nation's needs, and also to be able to make wise use of financial rewards in order to attain successful living.

2.2.2 Concept of Curriculum

The term curriculum comes from the Latin word “currere” which means “to run”. With time it came to mean the “course of study. Curriculum is the offering of socially valued knowledge, skills and attitudes that may be available to students through a variety of arrangements during the time they are at school, college or university. Njoku (1997) in Ibrahim (2011) defined curriculum as a group of courses or planned experience in proper sequence of topics designed to prepare an individual for efficient service in a specific vocation. This, therefore, suggests that the curriculum for a programme should be adequately planned to enable the achievement of the objectives. Ben – Yunusa (2000) in Ibrahim (2011) looked at curriculum as the planned and guided learning experiences and

intended outcomes formulated through systematic reconstruction of knowledge and experience under the auspices of the school for the lecturers continuous and willful growth in personal social competence. It is the process and content designed to effect learning of educational values. Ben – Yunusa (2000) maintained that, the curriculum of a subject should be determined by the most fundamental understanding of what could be achieved and the underlying principles that give structure to be the subject. Ben – Yunusa (2000) equally looked at curriculum as the set or a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This implies that curriculum is the programme of activities designed for pupils to attain by learning certain specific ends or objectives.

Aliyu (2002) in Ibrahim (2011) defined business education curriculum as planned sequence of formal courses and other activities and learning experiences which a student follows in an attempt to achieve particular educational objectives. Aliyu (2002) in Ibrahim (2011) further observed that the curriculum of any school consists of all the situations that the school may select and consistently organize for the purpose of bringing about changes in the behavior of pupils as a means of developing the personality of individuals.

In a related manner Ibrahim (2010) defined curriculum as a term used to designate a programme for a given subject matter and for the entire study cycle or the whole programme of different subjects for the entire cycle or even the whole range of cycles. However, the term curriculum is often used in a much wider sense to incorporate the entire educational activities through which the content is conveyed as well as the

materials and methods used. From the forgoing we can see curriculum as a structured series of intended learning experiences.

2.2.3 Concept of Entrepreneurship

The entrepreneur is one who undertakes to organize, manage, and assume the risk of a business. The entrepreneur is the aggressive catalyst for change in the world of business. He or she is an independent thinker who dares to be different in a background of common events. The literature of entrepreneurial research reveals some similarities, as well as great differences, in the skills of entrepreneurs. Chief among these skills are personal initiative skills, ability to consolidate resources, management skills, a desire for autonomy, risk taking, aggressiveness, competitiveness, customer service skills, goal oriented behaviors, confidence, opportunistic behaviour, intuitiveness, and reality based actions, the ability to learn from mistakes and the ability to employ human relation skills. It requires a complete understanding of innovative behaviour in all forms.

Entrepreneurial activity occurs when something new and creative happens as a result of an individual or group taking an initiative, to bring together resources to form an organization to accomplish their goals. The drive towards achievement is the basis of activity for most entrepreneurs. Entrepreneurship is based on the concept of need for achievement and goal setting. An entrepreneur is one who engages in business undertaking with an active and enterprising spirit while on the other hand, the general purpose of business education is to provide training and necessary skills for specific jobs and to develop ability to use these skills in the environment of business. Entrepreneurship in Nigeria is often carried out by micro and small scale businesses and therefore SMEDAN's focus is on the development of micro, small and medium- scale enterprises

(MSMEs) where it co-ordinates (MSME) activities in order to develop their full potentials and competitiveness.

The education of individuals to be an intelligent consumer of the services of business and to have a clear understanding of the nation's economy is Business Education. It is very important to note that a successful business educator is an individual who can navigate his ways in the face of economic difficulties to be self-reliant. Shane and Venkataraman (2000) in Ali (2010) defined entrepreneurship as the creation and management of a new organization designed to pursue a unique, innovative opportunity and achieve rapid, profitable growth. The entrepreneur specializes in judgmental decision making about resource coordination and allocation in markets where the costs of information acquisition are different for different people. Njoku (2002) asserted that an entrepreneur is any person who coordinates other factors of production and bears the risk of uncertainty by investing his scarce resources in business ventures. In doing so, he combines the managerial functions of planning, organizing, staffing, controlling and directing the business enterprise.

In his contribution, Agomuo (2002) in Unachukwu (2009) added that entrepreneurship involves taking advantage of the next opportunity before it becomes apparent to everyone else. Agomuo (2002) in Unachukwu (2009) further explained that entrepreneurs, therefore, possess a willingness to take risks while others stand to talk, identify opportunities to which others are blind, and develop optimum confidence in him well beyond others.. Thus, the concept of entrepreneurship is used broadly in connection with the innovative and creative modern industrial leader, who alone bears the non-insurable risk in his enterprise and directs the human and material resources of his

business objective. Agomuo (2002) in Unachukwu (2009) equally observed that entrepreneurship is the spirit behind small scale businesses which is at the root of the British and American industrialization, which began in Great Britain in 1950, properly known as the 20th Century industrial revolution, and the second revolution led by United States of America in 1950. Entrepreneurship has helped many developed nations of the world. There is no gain saying the fact that many vibrant economies of the world today owe their enrichment and sustenance to small business entrepreneurship.

In a related development, Inyamah (2002) in Abdullahi (2012) said that an entrepreneur is primarily an innovator whose dynamic environment makes him central to the promotion of material growth. An entrepreneur is a person who undertakes the risk of starting a new business venture, he takes decision of what to produce, and formulates strategies to achieving the target objectives. The decision of the entrepreneur leads to innovation that stimulates pervasive economic change and progress; he alone directs risk, his personal energy and financial resources to achieve desired results. Inyamah in Abdullahi (2012) further stressed that an entrepreneur needs to be ingenious, resourceful and alert to opportunities, be able to inspire confidence and loyalty among employees and associates. He assumes complete responsibility for the operation and success of his enterprise, arrange fundamental issues, reacting promptly and accurately when decisions are required.

Ali (2010) viewed an entrepreneur as the most active factor of production. He combines land, capital and labour in the process of production. Till the commodities reach the final consumer(s) entrepreneur has not finished his production activities. The importance of entrepreneurs in any economy cannot be overemphasized. It is based on

this natural truth that the curriculum of business education should provide adequate opportunities for the students to acquire necessary skills that will make themselves reliant after their course of training. Ali further added that an entrepreneur is a person who has been trained as a resource person who possesses the ability of organizing other factors of production. He possesses the ability and capability of operating business ventures and assumed accountability for the usual inherent risks and the productivity of a firm, factory, industry and any business venture. He is a risk taker, bearer and a leader in the creation of utilities. Ali advocated that teachers should be trained in youth entrepreneurship Education.

Similarly, Udoh (2010) asserted that entrepreneurship is the willingness and ability of an individual to seek out investment opportunities to establish and the ability of an individual to seek out investment opportunities to establish and run an enterprise successfully by creating something different. Udoh (2010) equally stated that entrepreneurship is the process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty. In support of Udoh (2010) Yayock and Umar (2013) identified an entrepreneur as someone who assumes the financial risk of beginning and managing a new venture. The venture can be based on a new idea; new way of doing things, a new location, or attempting something no one else had done before.

From the various definitions one could draw a conclusion that entrepreneurship is an attempt to create value through recognition of a business opportunity and untapped

opportunity and the ability to manage risk and mobilize human resources effectively for the growth of the business.

2.3 The Business Education Programme in Nigeria Colleges of Education

The philosophy of Nigeria Certificate in Education (NCE) is to prepare skillful teachers for various subjects in primary and secondary levels of education in Nigeria. It is equally to ensure that these teachers trained in colleges of education in different subjects or disciplines would understand the concept and philosophy of National Policy on Education as it relates to their subject areas in national development. The mandate of the teacher training programme at the NCE level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for the basic education sub-sector.

There were twenty-one federal and 39 state colleges of education. This figure is for those colleges of education offering business education programme. These colleges of education offer variety of courses ranging from Agricultural Education, Fine Applied Arts, Home Economics Education, Early child Education, Social Studies, English/Christian Religious Knowledge, Chemistry, Biology, Physical and Health Education, French to Business Education and a host of others. The academic programmes of colleges of education in Nigeria are designed and controlled by National Commission for Colleges of Education.

Colleges of education academic programmes must prepare teachers with knowledge and skills required to teach effectively at the different levels and areas of the basic education programme, without being oblivious of the needs for higher education of the beneficiaries (National Commission for Colleges of Education, 2012).

National Commission for Colleges of Education was mandated by law to perform the following functions for effective implementation of academic programmes in colleges of education in Nigeria;

- a. Make recommendations on the national policy necessary for the full development of teacher education and the training of teachers.
- b. Lay down minimum standards for all programmes of teacher education and accredit their certificates and other academic awards after obtaining thereof prior approval of the Honorable Minister of Education.
- c. Approve guidelines setting out criteria for accreditation of all colleges of education in Nigeria.
- d. Determine the qualified teachers needs of Nigeria for the purpose of planning facilities and in particular prepare periodic master plans for the balanced and coordinated development of colleges of education.
- e. Inquire into and advise the federal government on the financial needs of the colleges to enable them meet the objectives of producing trained and qualified teachers for the country.
- f. Receive block grants from the Federal Government and allocate them to the colleges of education.
- g. Act as the agency for channeling all external aids to colleges of education in Nigeria.
- h. Harmonize entry requirements and duration of courses at the colleges of education.
- i. Collate, analyze and publish relevant information relating to teacher education in Nigeria.

- j. Advise on and take measures to improve immediate and long term prospects of technical and business education teachers with respect to status and remuneration.
- k. Provide encouragement for women to enter a wide range of pre-vocational courses in technical education.

The focus of this study is on business education programme which according to National Commission for Colleges of Education (2012) is a programme of study that equips graduates with the right skills to teach and also engage in life of work in office as well as for self employment.

Business education is a programme of study that prepares individuals with multiple skills to teach, work in industries and to equally set up a business as an entrepreneur and employ others. Osuala (2004) stated that business education is divided into two parts: Office education which is vocational in nature for office careers and general business education which is a programme that provides information and competencies needed for managing business. Similarly, Adamu (2009) defined business education as an educational programme that provides training in business skills that are required for use in business offices, clerical occupations and business policy analyses.

Adamu (2009) further observed the following roles of business education programme in the society.

1. It enlightens citizens and enables them to operate and appreciate free enterprises in the country.
2. It assists the individual in the development of essential attitude in his dealings with others and development of one's moral values.
3. It provides job opportunities to millions of people

4. It provides knowledge and skills for job adjustment, competency and proficiency
5. It provides knowledge that is useful for and makes business personnel to understand the significance of certain causes of actions, legislation and economic development.

To lend credence to these definitions, Udoh (2010) opined that, it is a training system that enables the beneficiary to acquire skills that will make him/her to fit into the world of work. He added that business education is that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Ibrahim (2010) stated that business education is an aspect of vocational education that has the role of preparing people for enterprises as employees or employers. The philosophy behind business education is to prepare its graduates to be self-employed, self-reliant, and self-sufficient. Ibrahim (2010) further stated that a functional and sustainable business education programme can provide self-employment opportunities in the following areas; establishment of business centers, establishment of private vocational schools, consultancy outfits, buying and selling of office machines and equipment, opening a stationery and office supplies shop or engaging in trades.

In a related manner Ekpenyong, (2011) stated that vocational and technical education (business education) must seek to develop initiatives rather than automatic skills, as well as understanding rather than ability to execute tasks under the direction of others. The sum total of this is that vocational education (business education) should not be directed particularly to immediate employment parse, but also to industrial intelligence that would prepare individuals to be masters of their own economic fortunes. Ibrahim (2011) stated that the policy Commission for Business Education and Economic Education asserted that business education is for office occupation, distributive, business

teaching, business administration and economic understanding. He added that business education is a specialized area of vocational and technical education that prepares students for occupations in business and teaching of business subjects. The students on graduation should be able to handle their own business affairs efficiently and effectively for the growth of individuals and the nation at large. In another development, Abdullahi (2012), saw business education as that aspect of total education programme that produces the knowledge, skills, understanding and attitudes needed in the business world, as a producer and/or consumer of goods and services that business offers.

Based on the professional definitions of business education discussed, Business education could be seen as a discipline or area of study that deals with the preparation of individuals to acquire skills, attitudes, competences and knowledge which will help him/her to function effectively in his/her career as a teacher/office worker as well as an entrepreneur. Business education in colleges of education is divided into two options; these options include accounting and secretarial studies.

Accounting is the systematic recording of business transactions to show the true position of the business for analysis, interpretation and communication of such information to the users who might be internal or external. Nancy (2002) in Unachukwu (2009) defined accounting as the primary language used to process, integrate, and disseminate information throughout the veins of today's business. It is often regarded as the language of business. Igboke (2005) in support of Nancy (2002) opined that accounting education equips one with the knowledge of recording, analyzing, classifying and interpreting financial information as well as the pedagogy required in teaching the skills. In line with Igboke (2005) Azih (2010) stated that accounting is the process of

recording business transactions in a systematic form so that the financial position of the business can be communicated to the users of such accounting information. Azih(2010) further stressed that accounting education is an option offered under business education programme in universities and other degree awarding institutions as well as institutions that award Nigeria Certificate in Education (NCE).

Accounting education is fundamentally a programme that has to do with acquisition, conversion, recording business transactions and the art and pedagogy of teaching accounting. The graduates of accounting education according to Azih (2010) had acquired the pedagogy of teaching accounting subjects as well as manipulative and numerical skills in preparation of various accounts used in public and private sectors, hence they can be gainfully employed to prepare various accounts kept in an organization. Objectives of accounting option are to prepare individuals to be able to;

1. find out sources of capital to start business.
2. prepare simple financial inventory.
3. recognize the true position of the business e.g. profit or loss.
4. know how to obtain loan.
5. prepare simple budget.
6. determine employees' wages and benefit.
7. avoid unplanned expenditure.
8. limit personal expenditure from the business.
9. invest business finances wisely.
10. have adequate knowledge of tax regime.
11. have knowledge of simple business law.

Secretarial education is a highly skilled course; it is a component of vocational education. It prepares the students for work in secretarial/office procedure in an organization. It also provides them with operational skills of office equipment in the changing world of Technology. It is expected that business education equips its' graduates with modern office skills. Ibrahim (2010) stated that office remains the house for successful execution of organizational functions, be it agricultural, industrial and commercial or any other related activity, so also the indispensable role of the secretary clerks and related workers in the office. Secretarial education is the option of Business Education which trains individual with right skills to engage in a life of work in the office. Ibrahim (2010) further stressed that office occupation naturally involves and requires a high level of administrative, academic and technical skills and competencies which secretaries, clerks and related office workers must possess. Ibrahim (2010) equally states that education is the process of leading and initiating people to acquire necessary skills, facts, knowledge, habits and attitudes that will make them co-exist with others and be useful and productive members of the society. Ibrahim (2010) also posited that office/Secretarial education is a highly skilled course, is a component of vocational education. It prepares the students for work in secretarial/office procedure in an organization. It also provides them with operational skills of office equipment in the changing world of Technology. Ibrahim (2010) submitted that highly skilled secretaries are important members of the management team in business, industry, government, education, communication and other areas of contemporary society. They should therefore, possess excellent mastery of office skills.

The main objectives of vocational and technical education programme are to produce effective vocational and technical teachers who can teach at all levels of education in Nigeria and equally to prepare an individual to be self reliant. Business Education as an integral part of vocational education has the following options (i) Accounting Education (ii) Marketing/Distributive Education (iii) Office Education. It is important to note that there are two options at NCE level, which are Accounting education and Office education. The aim of the programme is to equip the beneficiary with skills, knowledge, attitude and competences to effectively teach business subjects and equally to become self reliant. Consequently the general purpose of business education is to equip a business subject teacher with skills to provide training for students on specific jobs and to develop their abilities to use these skills in the environment of business.

Akhere (2002) in Ibrahim (2011) stated that the Commission for business and economic education spelt out the following objectives of business education which are to;

- (i) educate individuals for and about business
- (ii) provide a continuous programme of planned learning experiences designed to equip individuals to fulfill effectively three roles;
- (iii) provide and distribute goods and services as workers
- (iv) use the results of production as consumers and
- (v) make judicious socio-economic decision as citizens
- (vi) provide career information that helps students relate their interest, needs and abilities to occupational opportunities in business

(vii) provide educational opportunities for students preparing for career in fields other than business to acquire business knowledge and skills needed to function effectively in those careers. For example, to handle effectively both oral and written communications and to develop effective interpersonal and human relations skills that will in turn help them to become effective teacher.

Similarly Mohammed (2001) in Ibrahim (2011) articulated the following objectives of business education which are to;

- (i) develop and train skillful teachers, who will teach business subjects at all levels of education
- (ii) develop the skills, knowledge and abilities of students to their maximum, to manage their own business economic system.
- (iii) guide individuals for suitable job placement in Business Education
- (iv) develop basic awareness of the contribution which business and office employees make to the nation's economy
- (v) improve personal qualities, good attitude, inculcate financial discipline and good attitudes needed in personal and employment situations
- (vi) develop individuals that will take risk and establish and manage own businesses.

Odei (2014) stated that as societal needs change, curriculum should respond to the changing needs and opined that ICT should be integrated into the curriculum of business education to enhance the competitive advantage of business education graduates. It is therefore logical to conclude that the aim of business education is to produce effective and competent teachers and also to produce individuals that will acquire skills to run his/her own business and become an entrepreneur.

2.4 Curriculum of Business Education in Colleges of Education in Nigeria

Business education curriculum is a planned sequence of formal courses and other activities and learning experiences which a student follows in an attempt to achieve particular educational objectives. The National Commission for Colleges of Education is charged with the responsibility of curriculum design for all colleges of education in Nigeria. National Commission for Colleges of Education (2012) stated that the philosophy of Nigeria certificate in Education (NCE) business education is to make the business educators understand the concept of philosophy of the National policy on education as regards business education in the national development. The document stated the following objectives of business education which are to;

- (1) Produce well qualified and competent graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
- (2) Produce business teachers who will be able to inculcate the vocational aspects of business education into the society.
- (3) Produce business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools.
- (4) Equip the graduates with the right skills that will enable them to engage in a life of work in office as well as for self-employment.

Business education curriculum, like others, has tended to neglect emerging values relating to the new world order (globalization), the new concept of development and of good life, the new ethics of frugality, the new meaning of work, a culture of tolerance and peace spirit of self employment self reliant and a proud skillful teacher. The curriculum

of any programme specifies what Skills to be taught. Business education curriculum specifies what should be taught, who shall be enrolled, how business education objectives should be obtained, at what level of specificity should business education objectives be formulated and who shall do evaluation in business education for what purpose. A sound curriculum should enable business educator to acquire the skills necessary for entrepreneurship. This implies that curriculum is the foundation on which education is anchored.

Aliyu (2004) defined business education curriculum as planned sequence of formal courses and other activities and learning experiences which a student follows in an attempt to achieve particular educational objectives. Ejiofor (2002) in Unachkwu (2009), suggested that the curriculum of vocational and technical education (business education) should ensure that:

- (1) qualified workers with the required level of knowledge, skills and work ethics as needed by the world of work are produced.
- (2) The linkages and cooperation between schools and the world of work are strengthened.
- (3) the efficiency of the education and training process is enhanced.
- (4) work experience is acknowledged as part of the education process.

Ejiofor (2002) in Unachkwu (2009), further suggested that to increase that probability of people internalizing the values listed above, such value must be taught, we should not assume that they would somehow become known and internalized in some incidental way. The curriculum of business education should place a greater emphasis on the need for generic knowledge, skills and attitudes that are essential to the transfer of

learning. The curriculum should provide avenue for the world of work to partner with the institutions for the preparation of competent work force and equally. It must provide experience for teachers and trainers in order to keep their knowledge and skills up-to-date. In a nut shell, the world of work and education should be partners.

Relevant business education curriculum is a curriculum that endows its learners with appropriate knowledge, skills, and attitudes which will enable them to harness (natural and human) in order to improve the quality of life and the environment. Essong (2002) suggested the following characteristics essential for business education curriculum, that is, it should;

- (1) be comprehensive and varied in its offerings of choice for those preparing for employment and career in business.
- (2) include the opportunity for all students to gain an understanding of the business world and consumer world.
- (3) provide the opportunity for all students to learn those skills and business abilities, which they can use effectively in their personal lives.
- (4) be built on a foundation of economic and work attitudes.
- (5) be organized to permit each student to progress at his own rate.
- (6) maximize the amount of attention to both preparation for the beginners and preparation for advancement in a career.
- (7) maximize the amount of attention to be given to the development of describable personal qualities, traits and attitudes in individual students.
- (8) be able to meet the standard of modern business.

The curriculum of business education is a special area of instruction that deals directly with business skills, techniques, knowledge, business understanding, and economic understanding, attitude to understand and adjust to the economic and social institutions. It is important to investigate whether business education programme has the capacity to provide opportunity for its graduates to obtain the skills relevant to the modern world of work.

2.5 Entrepreneurship in Business Education Programme in Nigeria Colleges of Education

The need for entrepreneurship education started in Nigeria in 1980s when the economy collapsed due to political instability and inconsistency in the social-economic policies of successive governments. This resulted in very high youth and graduate unemployment. Entrepreneurship education was first introduced into the curricular of colleges of education in 1982 as VTE 220 Entrepreneurship in VTE I, 2 credit units in second semester year two and VTE 310 Entrepreneurship in VTE II, 2 credit units in second semester year three. In 2008, it was titled BED 220 Entrepreneurship in Business Education I, 2 credit units in second semester year two and VTE 310 Entrepreneurship in Business Education II, 2 credit units in second semester year three and in 2012 as BED 220 Entrepreneurship in Business Education I, 1 credit unit in second semester year two and VTE 310 Entrepreneurship in Business Education II, 1 credit unit in second semester year three (Federal Republic of Nigeria, 2002, 2008 and 2012).

The growth of entrepreneurship and the subsequent inclusion of the discipline into the curricular of colleges of education in Nigeria have been attributed to the sheer need to serve the innovation need of businesses and to produce graduates with transferable skills

for businesses. According to Paul (2005) the objectives of entrepreneurship education includes to:

- 1) Offer functional education to youth to make them self-employed and self-reliant
- 2) Provide youth graduates with adequate training to make them creative and innovative in identifying novel business opportunities and establish a career in small and medium scale business.
- 3) Reduces high rate of poverty and rural urban migration.
- 4) Create employment and serve as catalyst for economic growth and development among others.

This situation informs the National Commission for Colleges of Education to introduce entrepreneurship education in the curriculum of colleges of education in 1982. Okereke and Okafor (2011), assert that entrepreneurial education with ICT skills have been acknowledged worldwide as a potent and viable tools for self-empowerment, job and wealth creation as they help to provide graduates with the knowledge, skills and innovation to encourage entrepreneurship in variety of settings. The government at all tiers, the Nigeria Universities Commission (NUC), professional bodies like ICAN and academic have been attracted to it. In particular, some universities are re-designing their curriculum and the way they operate to create opportunities for the training of their students in practical entrepreneur skills. The Federal government of Nigeria issued directives through the National Universities Commission (NUC) to all universities to establish centers for entrepreneurship development to coordinate the offering of a benchmark entrepreneurship course to all students in Nigeria universities. The strategic objectives of this policy are to;

- 1) develop of vocational skills to stimulate future graduates towards venture and wealth creation.
- 2) improve the capacity of youths to develop positive independent and innovative thought process and an overall entrepreneurship mind-set. A recent survey of university undergraduates on their perception of course on entrepreneurship development revealed that these objectives might be far from being achieved given the present traditional model. It was suggested by Odie (2013) that entrepreneurship should constitute the major academic discipline for business education in the 21st century.

Arogundade (2011) stated that graduates of tertiary institutions do not have sound knowledge and skills which would make them self-reliant. The lacuna led to the introduction and emphasis on entrepreneurial education owing to the belief that its introduction into tertiary education would lead to acquisition of skills that will enable its graduates to be self-reliant and consequently reduce unemployment problems. Arogundade (2011) stated that entrepreneurial education, if properly coordinated in the tertiary education will equip the students with the skills to be self-reliant and tasked the government and other education stakeholders to make sure that education programmes at all levels of education are made relevant to provide the youths and graduates the needed entrepreneurial skills. The position of Arogundade (2011) was supported by Akhuemonkhan, Raimi and Sofoluwe (2013) who noted that the Nigeria education, especially university system produced graduates that do not meet the need of the labour market, there is obvious disconnect and mismatch between the expectations of the

industry and products of the nation's higher institutions. This structural imbalance rendered many graduates of Nigeria higher institutions unemployable and hopeless.

The general business skills and knowledge in the current tertiary institutions curricular are considered insufficient to turn graduates into serious-minded entrepreneurs. Entrepreneurship education is supposed to promote the development of personal qualities such as creativity, risk-taking, and responsibility and provide the technical and business skills that are needed in order to start a new venture. Ladzani and Van-Vuuren (2002) in Ibrahim (2014) expressed concern that many training institutions offer very little entrepreneurial skills. Therefore, he proposed the content of entrepreneurship training to consist of motivation, entrepreneurial skills and business skills since entrepreneurship is found to be dependent on three dimensions such as innovativeness and risk-taking. Ladzani and Van-Vuuren (2002) in Ibrahim (2014) opined that entrepreneurial skills to be taught should include creativity and innovation, ability to take risk and identify business opportunities. Entrepreneurship education is a vital step that could empower individuals (youths and adults alike) for survival, so that they can become job creators – who create wealth rather than job seekers. They need to acquire creative problem solving skills and entrepreneurship education.

Osuala (2004) stated the following aims of entrepreneurship education which were to provide:

- (1) meaningful training for students to make them self reliant after graduation.
- (2) students with training skills that will make them meet the manpower needs of the society.
- (3) students with enough training in risk management

(4) students with enough training that will make them creative and innovative in identifying new business opportunities.

Ejili (2013) stated that the objectives of entrepreneurship education were expected to;

1. offer functional education for the youth that will enable them to be self-employed and self-reliant
2. provide students with adequate training that will enable them to be creative and innovative in identifying novel business opportunities after graduation.
3. serve as a catalyst for economic growth and development
4. offer tertiary institution graduates with adequate training in risk management
5. reduce high level of poverty
6. create employment opportunities
7. reduce rural-urban migration
8. provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized business.
9. inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture economy
10. create enough transition from traditional to a modern industrial economy

The ability of an individual to use his/her knowledge, initiative and creativity to create something he/she can fall back on as a means of livelihood helps in the economic growth of any nation. These laudable objectives can be impacted into students if the curriculum of business education provides opportunities for such skills.

Recent development in South East Asia have already shown other third world countries like Nigeria that a nation's progress and economic development is not essentially constrained by the levels of natural resources it possess, but by the human capacity and capability in responding to challenges in the environment. There is increased complexity in the business world, and it is only those with good entrepreneurial skills that can grapple with those complexities. Spencer, Krichoff and White (2000) in Ibrahim and Bossa (2010) reported that it is through entrepreneurship that economy continues to grow. Much small-scale business came into existence as a result of entrepreneur. A large number of the active populations are engaged in private small scale business. Agomuo (2002) in Ogundele (2005) postulated that there is a positive relationship between entrepreneurial abilities of the individuals and development of small- scale business management skills. Agomuo (2002) in Ogundele (2005) further stressed that behind any successful small scale business is a skilled entrepreneur, possessing relevant knowledge, skills, experience and attitude.

Entrepreneurship education programme if properly planned and implemented will help to bridge the gap between school and employment in this nation, thus eradicating poverty. Aliyu (2004) stated that the relevance of business education programme to the practical application of basic skills for real work of life is glaring. He stressed that the public demand for graduates to have improved competencies in basic skills can be met through comprehensive entrepreneurship business education programme where communication and computer skills are acquired especially in today's area of office automation. Similarly, Ogundele (2005) stated that the Asian Tigers have developed and equipped their human assets with orientation and capacity for spontaneous response to

opportunities of wide range patterns both near and far. Because of appropriate entrepreneurial education, training and development right from childhood, every six out of ten people in Indonesia are entrepreneurs. The truth is that entrepreneurship has become a culture of that country and indeed all the Asian Tigers (Ogudele, 2005). That is why their economies are the fastest growing and developing ones in the world today. Consequently, entrepreneurship development has equipped the Asian Tigers with the competencies of turning their economies to very dynamic ones for national development for Nigerian and other Sub-Saharan African countries. To move into the club of great and dynamic economies, there must be massive evangelistic entrepreneurial training and development.

Entrepreneurship is an employment strategy that can lead to economic self sufficiency for people. Self employment provides people and their families with the potentials to create and manage business in which they function as the employer or boss, rather than merely being an employee. According to Ogundele (2006), in Columbia, India, Indonesia, Kenya, Tanzania and Zambia, entrepreneurship results in the creation of small business SMEs which employ more than 50% of their workforce. The entrepreneur is therefore an important agent of innovation growth and technical progress. The development and utilization of their technical and commercial skills create growth potential in micro, small and medium scale enterprises. The present day global economy is knowledge-driven operating on the pragmatic and innovative thoughts of the entrepreneur. Business set ups have become informal and oriented towards survival and unemployment. According to Izedonmi (2009) and Unachukwu (2009) Entrepreneurship education has been suggested to help redress the problems of unemployment and poverty

among the teeming youths and graduates in Nigeria as it will make them not only to be job creators but also wealth creators. Hence, our nation cannot afford to toy with the issue of entrepreneurial skills acquisition and development. Similarly Ibrahim (2010) opined that a functional and sustainable Business education programme can be used to equip individuals to be self-employed in the following areas

- 1) Establishment of business centers.
- 2) Establishment of private vocational schools
- 3) Consultancy outfits
- 4) Buying and selling
- 5) Sales promotion

For the business education graduates to be able to successfully engage in any of the above vocations he or she definitely needs to pass through some form of entrepreneurship education. The relevance of entrepreneurship education lies in its importance of job-creation role in the economy of the nations. Entrepreneurship skills enable individuals to set up and maintain their own business. This will help to reduce unemployment. It is obvious that government at all levels is trying to tackle the unemployment problem in Nigeria. The contributions of business educators in this regard are in the area of inculcating entrepreneurship skills in their students. The socio-economic impact of entrepreneurship on the sustainable economic growth of Nigeria economy is difficult to accurately measure or estimate, but it is believed to be highly dynamic and significant. This view is supported by Chu, Kara and Benging (2010) who stated that between 45 and 60 percent of the urban labour force are for small private enterprises or what is otherwise called small business.es

The realization of the ability of small and medium sized enterprises to create wide spread employment opportunities, thereby reducing unemployment and poverty informed the government to establish skill acquisition centers across the nation. This importance is further confirmed as new growing businesses entrepreneurship as a solution to the rising unemployment and a catalyst to national economic prosperity. In agreement with this statement, Ibrahim (2010) opined that entrepreneurship contributes in no small way to the growth and development of a nation. It is a vital means of increasing productivity and revitalizing the economy. Ratenn (2011) described entrepreneur as someone who exhibits the knowledge of initiation to achieve desired corporate organizational goals and to Atakpa (2011) entrepreneurship education is the aspect of education which equips an individual and creates in the person the mind set to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school.

According to Ezean(2012), entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. This means that entrepreneurship education is to provide business education students with the knowledge, skills and innovation to encourage entrepreneurship in variety setting. To lend support to this, Ebiringa (2012), stated that capital and output growth in an economy depends significantly on entrepreneur. The quality performance of an entrepreneur determines whether capital would grow rapidly or slowly and whether the growth involves innovation where new products and production techniques are developed. According to Okezie, Alex and Asoluka (2013), the success of generating income for majority of rural and urban dwellers with no formal paid employment highly depends on

entrepreneurship. They are the backbone of the economic development all over the world and play important role for employment, income and society changes, particularly in transition economies like Nigeria.

2.6 Entrepreneurship Skills Provided by Business Education Programme

Business education inculcates in its recipients entrepreneurial skills. Skills do not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience an individual acquires. According to Bolt-Lee and Foster (2003), skill is the art of possessing the ability, power, authority, or competence to do the task requires of an individual on the job. An entrepreneur who will succeed in business required a synergy of skills. Successful entrepreneurs become successful because they invest time and resources to develop their entrepreneurial skills. Entrepreneurship is simply the willingness and ability of individuals or group of persons to search for investment opportunities, establish and run business units successfully. The need to stay connected to the rest of the world and ability to transact business online and make payments make it imperative for an entrepreneur to acquire ICT skills. Oyelola, Ajiboshin, Raimi, Raheem and Igwe (2013) stated that development of entrepreneurial skills married with excellent knowledge of information and communication technology (ICT) is an additional key to entrepreneurial successes.

Adeshina (2013) stressed that it is important to note that the labour market had stepped into a new era of unprecedented changes as national boundaries disappear and globalization has become the vogue. Future jobs now require more diverse vocational abilities and knowledge, calling for educational reforms and a guaranteed system of

lifelong learning. Skills do not depend solely upon person's fundamental innate capacities but must be developed through training, practice and experience an individual acquired. These entrepreneur skills were intended to be provided by business education curriculum. The curriculum content contains topics such as entrepreneurship theory, venture growth, opportunity recognition and exploitation, pilot study and feasibility report. These topics were intended to address entrepreneurship skills.

Business education as a practical educational imparts skills, knowledge and attitudes, but where these skills are not well tailored to meet the demands of the labour market, the programme ends up producing graduates that are unemployable. One can adjudge employable skills those that are against the backdrop of a curriculum that is being regularly updated to reflect changes in the society that will employ the services of these graduates. In the view of Adeshina (2013), a graduate of business education who does not possess mastery of computer appreciation/ application, word processing, keyboarding, data processing cannot boast of providing any job that will be of importance to the current Information and Communication Technology (ICT) world of work. Worst still if a student only had a theoretical exposition of computer or ICT and was never exposed to practical way of manipulating them, he stands the risk of being unemployable, it will be very difficult for such graduate to give job to anyone. In a strict sense, business education is a discipline that prepares individuals for jobs in the business world like accounting, marketing, business administration, business teaching, information processing, stenography, secretarial, clerical works, economics and consumerism (Adeshina, 2011). A business educator with

secretarial skills can enter into the Information Technology business to demonstrate the world processing skill by accessing relevant and up-to-date information needs of several target consumers. They can also manage a cybercafé. To buttress the views of Adeshina (2011), Ladzani & Van-Vuuren (2002) Andrea, F (2010) suggested that an entrepreneur should be trained in the following skills to be effective in this globalized market.

1. Entrepreneurship skills in idea development recognizing opportunities for improvements
- 2 Non-traditional specialist business
- 3 General business ventures
4. Generational business skills such as marketing, time management
- 5 Confidence enthusiasm, hardworking
- 6 Idea development, leadership, negotiation, planning, organizing, self-belief, confidence skills
- 7 General business skills
- 8 Alliance building, confidence, leadership
9. Idea development, creativity, confidence skills
- 10 Willingness to work hard skills
- 11 Ideas development, creativity, confidence, willingness to work hard

Business education curriculum contains the following topics such as management and administration of small and medium business, the future of business and succession issues, consumer behavior, human resource management and communication, types of risks and their management, opportunity recognition and exploitation. These topics were

provided in the curriculum content of business education to deliberately instill these skills into the business education graduates of colleges of education.

The curriculum of any programme specifies what skills to be taught. A sound curriculum should enable business educator to acquire the skills I discussed. This implies that curriculum is the foundation on which education is anchored on.

2.6.1 Innovative and Creative Skills of an Entrepreneur

Being an entrepreneur means you are your own manager, as well as managers of others. Your skills need to be extensive in order for you to be successful. An entrepreneur should be able to effectively manage people, a budget, operations and in some instance, investors. This requires someone with a multi-tasking creative and innovative work style who can plan for both the short-term and long-term goals of his business.

Iheanacho (2011) asserted that a potential entrepreneur can be trained to sharpen their creative and innovative skills to:

1. identify a need that can be satisfied with a product, or service.
2. analyze trends in the economy which will enable the potential entrepreneur to project the prospects of the business and anticipated threats.
3. develop a viable business plan focusing on the details of activities required to market the product, source for the resources and the programme of action needed for the implementation of the project.
4. assembling of resources
5. recognize that adversity and crisis are facts of business life, and developing the capacity to deal with events as they occur.

6. develop efficient management skills especially planning, coordinating and controlling.

Similarly, Momoh (2012) identified the following categories of innovative and creative skills that make successful entrepreneur;

- (i) personal skills.
- (ii) interpersonal skills.
- (iii) critical & creative thinking skills.
- (iv) Practical skills.
- (v) Vision to drive.
- (vi) persistence,
- (vii) initiative.
- (viii) risk tolerance. resilience (ability to recover from failure.
- (ix) self-determination, control and commitment.
- (x) communication skills and listening skills.
- (xi) team work, leadership and motivation.
- (xii) conflict resolution, personal relations.
- (xiii) negotiation, and ethics.

All these skills can be learned and developed. Entrepreneur needs a well-developed set of critical thinking skills to organize and administer a successful venture.

Critical and creative thinking skills shown up in the following ways:

- (a) problem solving
- (b) opportunity identification
- (c) creative thinking

Practical Skill component of entrepreneurship skills is needful in producing goods or services effectively. Elements of practical skills consist of: (a) goal setting (b) planning and organizing (c) decision making based on relevant information (d) knowledge (Business knowledge, marketing, financial operations) (e) How to raise capital In his contribution, Adeshina (2013) stated that, it is important to note that the labour market has stepped into a new era of unprecedented changes as national boundaries disappear and globalization has become the vogue. Future jobs now require more diverse vocational abilities and knowledge, calling for educational reforms and a guaranteed system of lifelong learning. Adeshina (2013) further stressed that a business educator can teach or be self-enterprising. The skills required make every recipient highly profitable. Adeshina (2013) expected that business education students should be prepared with entrepreneurship skills that will make him/her to provide jobs instead of seeking for a job after completion of the programme. These skills according to him include relevant employable skills, knowledge and attitude which are required in the labour market. Entrepreneurship training involves the process of imparting necessary skills to individuals who shall be self-reliant economically, set up their own business and become self-employed and be able to employ others.

2.6.2 Human Resource Management Skills of an Entrepreneur

Successful entrepreneurs must have the managerial skills necessary to evaluate potential employees, hire and train workers and put them in appropriate positions in her business. This means being a good judge of character, finding people who will work well together, and ensuring that staffers are qualified for the jobs. Once employees are on the job, successful entrepreneur needs to have the ability to manage teams, oversee conflict

and dispute resolution and provide ongoing training to encourage high-quality performance.

Human resource management Skills can be seen as the effective management of people at work. It examines what can be or should be done to make working people more productive and satisfied. Njoku (2002) opined that entrepreneur demands efficiency in human relation skills and communication skills to be effective in managing personnel. Ibrahim (2010) opined that unemployment, poverty and other socio-economic problems have been the bane of many nations, especially developing ones like Nigeria. In Nigeria, unemployment has now become a household phenomenon due to the increase in the number of graduates that lack the desired entrepreneurship skills to successfully engage in and sustain the vocations they are trained to engage in as self-employ individuals. Udoh (2010) stated that entrepreneur need to have leadership skills such as good communication, gets along with others, responsive to suggestions, criticism and concern for others. These skills will help an entrepreneur to effectively manage the human resource of his/her business organization. Mckendrick (2011) in supporting Udoh stated that an entrepreneur is required to possess the following skills to be able to manage his/her workforce (1) interpersonal skills-the ability to relate to co-workers, inspiring others to participate and mitigate conflict with co-workers. (2) Team work skills-ability to work with others in professional manner while achieving a common goal or goals. (3) Leadership skills-ability to take control. (4) Multicultural sensitivity skills-the ability to understand diversity of workers. (5) Communication skills-ability to explain, discuss effectively with your business team in other words ability to express yourself clearly both verbally and in writing to workers and customers alike.

An entrepreneur who possesses those traits discussed will be able to influence other group members towards the attainment of group or organizational goals. Haruna (2012) viewed human resource management as the process of recruitment, selection, training and development. This implies that the process of human resources management begins with planning process. It is at this time management knows what types of skills are needed to achieve the set goals and objectives. Human resource is about managing and looking after your staff. Hali and Ismaila (2013) posited that there is a positive correlation between efficiency of an individual level of performance and an individual level of educational training and submitted that the more trained and developed individuals are the more productive they become.

In a related view Ibrahim (2011) opined that an entrepreneur needs to be academically and consciously developed in the following components of emotional Intelligence to be able to manage human resource of his or her business.

- (i) Self-regulation: The control of feelings, the ability to channel the constructive ways, the ability to feel comfortable with ambiguity and not panic.
- (ii) Self-awareness: This is the deep understanding of one's strengths, weaknesses, needs, values and goals. Self-aware managers are aware of their own limitation.
- (iii) Motivation: The desire to achieve beyond expectations, being driven by internal rather than external factors and to be involved in a continuous striving for improvement.
- (iv) Empathy: Considering employees' feelings alongside other factors when taking decisions.

- (v) Social skills: friendliness with a purpose, being good at finding common ground and building rapport. Individuals with this competence are good persuaders, collaborative managers and natural net workers.

In view of the aforementioned assertions, it could be understood that as entrepreneur can better manage his or her human resource when they are intellectually equipped with the relevant human resources management skills and understanding during their training. The human resources available to a business organization have been found to contribute significantly to the overall growth and development of the organization. Adamu (2013) opined that for an entrepreneur to be successful, he must possess skills in the process of recruitment, selection, evaluation, promotion, punishment, severance and remuneration of her staff. The extent to which an entrepreneur properly handles his/her human resource determines the extent to which the organization will derive maximum benefits from the remuneration it pays the workers.

2.6.3 Financial Management Skills of an Entrepreneur

The financial/ capital school of thought views the entire entrepreneurial venture from a financial management stand point. They view entrepreneur as decisions involving finances occurring at every major point in the venture process. Accounting education is an integral part of Business education. It is thus, a potent tool for promoting financial prudence and business success. According to Adamu (2009), the inability of some small and medium-scale entrepreneurs to keep financial records negatively affect the growth of their businesses, ability to secure loans from financial institutions and determination of cost and profit. The knowledge of Business Education would therefore help toward proper keeping of financial records. It would also guide the entrepreneurs in cost

analysis, inventory control and profit determination. For an individual to have the skills to seek funds and apply the funds for investment opportunities and succeed, is very important to developing his/her financial management skills and other relevant skills. Ikeanyionwu and Ekwue (2013) asserted that financial management skills are highly needed for effective management of small scale business. They listed the following skills required of an entrepreneur, these are ability to;

1. find out sources of capital to start business
2. prepare simple financial inventory
3. recognize the true position of the business e.g. profit or loss
4. know how to obtain loan
5. prepare simple budget
6. determine employees' wages and benefit
7. avoid unplanned expenditure
8. limit personal expenditure from the business
9. invest business finances wisely
10. .have adequate knowledge of tax regime
11. have knowledge of simple business laws

Entrepreneurial capabilities and skills explain the reason why one person takes successful advantage of an opportunity while another person who is equally knowledgeable does not. For the business education graduates not to fall victim of unemployment they need to have a comprehensive entrepreneurship training to activate their innate potentials and financial management skills for self-survival.

2.6.4 Customer Management Skills of an Entrepreneur

Customer management is an attitude that skills requires skills to relate with customers effectively for the organizational success. An entrepreneur is a chief customer officer because if you do not have customers, you do not have much business. The challenge many business owners face; they confuse great customer experience with great customer service. For example, they think smiling; saying thank you and nice words will get them where they need to go, which is no longer the case. The customer experience involves every touch point a customer has with your business and is not about tactics, it is about creating a true customer experience strategy and executing it..

In this era of business competitiveness an entrepreneur needs to have customer service skills to keep his business going. Balderson (2000) asserts that entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals to satisfy the needs of others; therefore, the entrepreneur needs to be equipped with the following skills to keep customers in the business;

1. Ability to work with people
2. Possess social poise, self-assurance and confidence
3. Consideration for others
4. Exhibit self-control, be tactful
5. Able to make decision
6. Maintain high standards of professionalism
7. Honest and objective
8. Organize time and priorities
9. Be persuasive, create enthusiasm

10. Have a high concern for communication
11. Treat others as you want to be treated.

A result of research carried out by Balderson (2000) revealed that many small businesses were closed down as a result of their poor customer service and recommended that customer service skills should be deliberately taught in schools. He suggested that an entrepreneur should know about his organization, learn the technical part of the job, communicate well, be consistent, be organized, establish rapport, practice greeting someone, make customers feel comfortable, make customer feel important and valued. In a related study by LaRoche and McDougal (2000), it was revealed that 68% of customers leave some business organizations because of an attitude of indifference on the part of an employee. LaRoche and McDougal (2000), suggested that an entrepreneur should attend course to improve skills of customer service. LaRoche and McDougal (2000), equally suggested the following guides when dealing with customers:

- (1) Recognize the inherent worth of all human beings
- (2) Eliminate derogatory words and phrases from your vocabulary
- (3) Speak with people not at them or about them.
- (4) Practice empathy - walk in their shoes
- (5) Consider feelings of others before you speak and act.
- (6) Treat everyone with dignity and courtesy
- (7) Earn the respect of your co-workers through your actions.

No matter what channel you use to communicate with your customers, always close the loop. This means keeping them up to date during every step of the process, and

following up on resolutions to make sure they are completely satisfied. Goods and services are provided only for customers, therefore an entrepreneur should possess customer service skills to take extra step to help customers and keep his business going.

The summary of this review revealed that customer service skills provide an entrepreneur with talent, understanding, attitude and improved specialization that make him more relevant and efficient in sustaining customers' patronage.

2.6.5 Marketing Management Skills of an Entrepreneur

In the work place, skill is what the workers give in exchange for numeration. If the skill (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker gets satisfaction and the employer gets satisfactoriness in correspondence. This process, if sustained culminates in promotion, retaining and prolonged tenure that leads to productivity.

Inculcation of marketing skills is among the focus of business education. According to Gidado and Akaeze (2014), marketers conduct surveys leading to the identification of people's needs and wants and develop products that would meet those needs and wants. This implies that business education could promote entrepreneurship through making entrepreneurs to properly perform their entrepreneurial functions. This is because the knowledge of marketing would prompt them to make good use of the four-ps of marketing namely; product, price, place and promotion. It is expected that this would lead to the development of sound product idea which would be translated into an acceptable product in the market. Similarly, if it is a business of trading, an understanding of the product mix will make an entrepreneur to procure products that will be appealing to the customers. Finally, acquisition and utilization of the right marketing skills will

promote entrepreneurship by leading to proper and acceptable pricing of the product, making it available at the right place and time as well as using the right promotional technique(s) to stimulate customers to buy the product (Gidado and Akaeze, 20014).

The failures of many entrepreneurs were attributed to lack of the following marketing skills:

1. Marketing information skills.
2. Marketing research skills.
3. Data Collection skills.
4. Methods and data interpretation skills.
5. Segmentation skills.
6. Strategic and planning skills.
7. Pricing mathematics skills.
8. Pricing strategy skills.
9. Channel management skills.
10. Product development skills.
11. Advertising skills.
12. Personal selling skills.
13. Sales promotion skills.

Marketing is the process or technique of promoting, selling, and distributing a product or service. The ability of an entrepreneur to be successful largely depends on his knowledge and skills to market his goods and services (Gidado and Akaeze, 20014)

2.7 Review of Empirical Studies

During the course of this study the researcher reviewed various related literature. Dieter & Eddy (2009) conducted a study on “Relation between Curriculum of Formal Education and Skill Acquisition.” As a guide to the researchers, six null hypotheses were formulated. Descriptive survey design was adopted in the study and the researcher randomly interviewed 6000 students to generate data on educational training and labour market career. Data collected were subjected to Pearson product Moment correlation Coefficient in testing all the null hypotheses. The result of the findings showed among others that the level of formal education and level of participation or skill acquisition depend on the curriculum. This research work assisted the researcher in the organization of his work; however the researchers did not make any recommendation.

Wodi and Dokubu (2009) conducted a study on the appraisal of Students Industrial Work Experience Scheme (SIWES) in five tertiary institutions in Rivers State, Nigeria. The objectives of the study were to find out: Whether coordinates units are established in the institutions selected and if they are functioning well, whether the employer accepts all the students for industrial attachment as stipulated in ITF Decree No. 47 as amended 1990, how often the supervision staff of ITF visits the students on attachment, whether students involved are given orientation course prior to their attachment; and how often allowances are paid to the students and supervisors.

The total population of the study was made up of students and staff from business education disciplines and institutions involved in SIWES in Rivers State. The sample consisted of 240 students and 18 staff from 5 institutions. Random sampling was used in selecting the sample. Two sets of 15 item questionnaires were used for data collection. The data collected were analyzed using mean percentages. A four point Likert Scale was

used: the weighed mean of 2.50 and above was used as criteria cut off point for the level of agreement. Thus, null hypotheses were raised and tested at 0.05 level of significance.

This study indicated that majority of the students who took part in the Students Industrial Work Experience Scheme (SIWES) were aware of the objectives for which it was established, primarily on issues of relating theory to practice. They were usually eager to take part in the scheme: many considered their experience and time spent in the training as rewarding. However, this study revealed that school equipment was not found replicating those in industry and that the school personnel attitude to work does not compare favorably with that of the personnel in industry. Lack of adequate supervision, none signing of necessary materials, difficulties of students in getting placement, unnecessary delay in the payment of students and supervisors allowance among others, were areas of weakness revealed.

The researcher obviously omitted bio data from the questionnaire and the size of the population was not stated. The researcher would have conducted a pilot study to ascertain the validity and reliability of the instrument. The study failed to show clearly whether the curriculum deliberately provided adequate opportunities for students to acquire enough industrial skills while in school through SIWES. Students' Industrial Work Experience Scheme is important in the entrepreneurial skills acquisition, as such, this study is relevant to the present study. The present work will seek to fill the gap of whether adequate industrial skills provisions were made in NCE business education curriculum.

Oduma (2010) conducted a study on a survey of Employers' Expectation of work competencies needed by Business Education Graduates for gainful Employment in Organizations. The objectives of the study amongst others are; (i) to survey the

employers' expectations of the general work competencies needed by business education graduates. A survey research design was adopted and the population of the study stood at 20 which was also used as the sample population. Structured questionnaire was used for data collection. The data collected were tested and analyzed by mean and standard deviation. The result of the findings amongst others was that most business education graduates lacked adequate competencies and skills to perform their tasks. The researcher recommended amongst others that business education programme and instruction should be adjusted to meet the present yearning of their employers.

The researcher had no null hypotheses; the sample population was too small. The data were not subjected to sophisticated statistical tool. The research did not investigate why business education graduates did not possess the required competencies in their work place which could enhance a better result despite the few oversight, and both researchers work on job skills of business educators. Thus, the research has been found suitable and relevant to the present study. The study did not investigate whether business education students were properly taught related job skills while in school via business education curriculum.

Udoh (2010) conducted a survey research titled the Place of Entrepreneurship Education in Business Education programme. The objective of the study was to determine whether business education and entrepreneurship education are complementary or supplementary to each other. A simple survey design was adopted. The population of the study comprises all the participants in the 21st Annual National Conference of the Association of Business Educators of Nigeria (ABEN) held at Abia 2009 where targeted population stood at 178 while 152 respondents were randomly sampled. Structure

questionnaire was used. The data were therefore analyzed using statistical tools as the mean (\bar{x}), standard deviation (SD) and analysis of variance (ANOVA). While the research question was analyzed by the use of mean and standard deviation, analysis of variance was used to test the null hypothesis at the significant level 0.05.

The result of the data analyzed showed the need to integrate entrepreneurship education into business education. The Null hypothesis showed a significant difference in the mean responses of the two groups of respondents. It was recommended that entrepreneurship education be made as one of the core courses in business education and added that to make it more effective, a practical aspect of entrepreneurship be introduced as that of SIWES. There is a need for the current work because the previous work did not look at whether business education curriculum provides entrepreneurship skills.

Ibrahim (2011) carried out a study to determine the Relevance of Students Industrial Work Experience Scheme to business education programme in Colleges of Education in Nigeria. As a guide to the researcher, four specific objectives, four research questions and four null hypotheses were raised. A descriptive Survey design was adopted for the study. The population of the study stood at 4,733 and the sample size were 422. Random sampling technique was adopted for the study. Descriptive statistics of frequency distribution and percentages as well as Pearson Product Moment Correlation Co-efficient and T-test were used for data analysis at 0.05 alpha level of significance.

The findings revealed that there was a significant relationship between Students industrial work experience scheme and business education programme in colleges of education in Nigeria. In view of the findings, the researcher recommended among others, that colleges of education and Industrial Training Fund should work together with

employers to work out strategies for securing relevant placement for students as these will make the programme more meaningful. This study is relevant to the current work because both the current work and the previous work emphasized on the influence of curriculum in providing necessary skills, competencies and ability to the learners.

Okewu (2011) conducted a research titled Influence of Information and Communication Technology on Social Studies Programme in Colleges of Education in North-central Geo- political Zone of Nigeria. Having gone through the work, the following were observed. The objectives of the studies amongst others were to; identify the relationship between students' knowledge of ICT and its bearing on social studies programme in colleges of education in North-central Geo-political Zone of Nigeria and to determine social studies curriculum content and its bearing on opportunity provided for social studies students in colleges of education in North-central Geo-political Zone of Nigeria to acquire computer skills.

The population of the study stood at 5,803 with a sample size of 361. Surveyed design was used, questionnaire was used for data collection, the research questions were analyzed, using frequency and percentage, Statistical Package for Social Science (SPSS) was used in data analyses. Pearson Product Moment Correlation Coefficient (PPMC) was used to test the entire null hypotheses at 0.05 level of significance.

The following findings amongst others were obtained; there was no significant relationship between social studies curriculum content in colleges of education and its bearing on the opportunity provided for the use of ICT and there was a significant relationship between students' mastery of knowledge of ICT and its bearing on the attainment of mastery of social studies programmes in Colleges of Education. The

researcher suggested amongst others that social studies curriculum designer should consider an urgent review of social studies curriculum at all levels of education.

Although the research work is on Social Studies education not business education, still it has relevance with the current work because both the current work and the previous work emphasized on influence of curriculum in providing necessary skills, competencies and ability to students.

Leka and Pyiki (2013) conducted a research on the Assessment of Adequately of Training Facilities for Office Technology and Management of Polytechnics for Transformation of Nigeria Economy. The case study research design was adopted for the study. The purpose of the study was to: ascertain the training facilities in the Federal Polytechnic, Bauchi and determine the adequacy of this study is the department of office technology and management, federal polytechnic Bauchi. Instrument for data collection was mainly inventory of training equipment in the department. The method of data collection was that the researchers went round the department taking the inventory of the training equipment and compared them with NBTE minimum requirement. Chi-square was employed to analyze the data at 5% level of significant.

The findings revealed that the required number of equipment in department of Office Technology and Management of the Federal Polytechnic, Bauchi was not adequate for the running of ND/HND/programme. The researchers recommended that electronic typewriters and computer laboratory should be equipped to meet the requirement of the National Board for Technical Education (NBTE).

The research work though carried out in the Polytechnic is relevant to the present work as the present work seeks to examine the curriculum of NCE. business education

and skills required for an individual to become an entrepreneur/or to perform effectively as teacher/office worker.

Ediagbonya and Oyadongha (2013) conducted a research titled Survey on Employability Skills among Postgraduate Students of Business Education in Edo state. Objectives of the study were; to ascertain the mean ratings of employability skills possessed by business education graduates and to find out the level of employability skills in terms of the aspects of basic skills, thinking, resources, information, interpersonal system/technology and personal quality. Four research questions and three null hypotheses were raised. The case study design was adopted. The population of the study stood at 130. Systematic random sampling technique was used to select 60 sample population. Questionnaire titled Employability of Business Education Graduate Questionnaire was used (EBEGQ). Mean, standard deviation, percentage, frequencies and tables were used in analyzing data. The study revealed that business education graduates' employability was a major concern of all stakeholders and the present work will compliment this literature by focusing on entrepreneurial skills of NCE business education students. The researcher did not use any instrument to test the null hypothesis. The research questions were four while the null hypotheses were three. The study revealed that relevant skills possessed by business education graduates is very important to them to secure placement in the world of work.

Setonji, Odeyemi and Odeyemi (2013) conducted a study on Management Competencies and Public Recreation Sports Entrepreneurship in Lagos- state Nigeria. The objective of the study was to investigate the correlations between management and competencies and public recreation entrepreneurship in metropolitan Lagos. To achieve

the objectives of the study one research question and hypothesis were raised. The population of the study stood at 180 Lagos sport officers working with various local governments in Lagos metropolis. All the populations were used as a sample for the study. A modified questionnaire on management competencies and public recreation sports entrepreneurship developed by Tripolitsioti (2007) was used. The data collected were entered into Microsoft Excel 2007 software and later converted to SPSS statistical package for data analysis. Correlation and multiple regressions were used. There is a relationship between the study and the present research. The study examined the competencies needed to manage private fitness centers and expressed a strong support for public recreation sports entrepreneurship as an innovative approach to achieve some profits, while the present study seeks to determine the influence of NCE business education curriculum on entrepreneurial skills of its graduates.

Adamu (2014) conducted a study on Assessment of Adequacy of Business Education Curriculum Content on University Students' Acquisition of Requisite skills for Job Opportunities in Nigeria. Six research questions were used to guide the study, while six hypotheses were formulated and tested at 0.05 level of significance. The entire 602 final year students from nine federal universities offering business education as at 2011/2012 academic session formed the population and sample study. Mean and standard deviations were used to answer the stated research questions, using a benchmark of 2.5 as a criterion for agreement. Simple Regression (SR) was used to test null hypotheses one, two, three and four while ANOVA was used to test null hypotheses five and six. The findings of the study revealed, among others that business education curriculum content in Nigerian federal universities had not provided students with essentials skills required

for their employability after graduation. In view of the findings, one of the recommendations made was that, business education curriculum need an in-depth review that would enable the graduates responds to challenges in the labour market and field of work. This research work assisted the researcher in organization of his work. However, the research is meant for the university students and did not proffer recommendations that will solve the problems of graduates of colleges of education which will be made in the current study.

2.8 Summary of Reviewed Literature

In this chapter literature was reviewed on business education programme in Nigeria colleges of education, business education curriculum in college of education in Nigeria, entrepreneurship in business education programme in colleges of education and entrepreneurship skills provided by business education programme. Literature was also reviewed regarding innovative and creative skills of an entrepreneur, human resource management skills of an entrepreneur, financial management skills of an entrepreneur, customer skills of an entrepreneur and marketing management skills of an entrepreneur. Ten related empirical studies were also reviewed. From the review made, none of the authors investigated influence of business education curriculum on Entrepreneurial skills of colleges of education graduates in North-central Geo-political Zone, Nigeria. It is the gap the result of this research work helped to fill.

CHAPTER THREE

RESEARCH METHEDOLOGY

This chapter describes the method and procedure that was used in conducting the study. The chapter is organized under the following sub- headings;

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4.0 Instrument for Data Collection
- 3.4.1 Validity of the Instrument
- 3.4.2 Pilot Study
- 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used in this study. The use of this design was recommended by Orah (2007), Udoh (2010) and Ibrahim (2011). They all stated that the design focuses on people, their beliefs, attitudes and behaviors, and it helps a researcher to systematically document current opinions and information. Therefore, it is an effective way to gather data through the use of questionnaire. This method enabled the researcher to describe an event, situation or phenomenon as it was at the time of study.

3.2 Population of the Study

The population of the study was one hundred and forty-four (144), made up of sixty (60) colleges of education business education graduates operating their own businesses in North-central Geo-political Zone of Nigeria and eighty four (84) employees of these businesses. These are business education graduates from 2005 to 2015 from all the three federal and nine state colleges of education in North-central Geo-political Zone in Nigeria. These businesses are those that are registered with State Ministry of Commerce and Industry for accessibility by the researcher. Table 3.1 shows the population for the study. The full details of numbers of business organizations in each state and their locations can be seen in appendix iv.

Table 1: Population of the Study

S/N	State	Business Education Graduate Entrepreneurs	No of employees	Total
1	Benue	10	16	26
2	Kwara	11	12	23
3	Kogi	13	23	28
4	Nassarawa	8	9	17
5	Niger	7	9	16
6	Plateau	11	15	26
	Total	60	84	144

Source: State Ministry of Commerce and Industry

3.3 Sample Size and Sampling Procedure

The sample size of the study was one hundred and forty four (144), drawn from the entire population of the study. The population is considered manageable and therefore census sampling was used to adopt the entire population for the study. This was in line with the suggestion of Alamu and Olukosi (2008) that if the population is small and manageable, it becomes synonymous with the sample. Thus, there was no sampling; therefore, neither sample size nor sampling technique is required from the population.

3.4.0 Instrument for Data Collection

Two questionnaires were designed by the researcher as an instrument used in collecting data for this study. The first questionnaire was titled “Influence of Business Education Curriculum on Entrepreneurial Skills of Graduates of Colleges of Education”, the second was titled “Employee Assessment of Entrepreneurial Skills of College of Education Graduate Entrepreneurs”. The first questionnaire (Influence of Business Education Curriculum on Entrepreneurship Skills of Graduates of Colleges of Education) was administered to the colleges of education graduates entrepreneurs, while the second questionnaire (Employees Assessment of Entrepreneurial Skills of Colleges of Education Graduate Entrepreneurs) was administered to the employees. Each of these questionnaires had sections A-F. Section A solicits respondents bio-data, section B consists of 10 items on influence of business education curriculum on human resource management skills of graduates of colleges of education to answer research question one , section C consists of 11 items on influence of business education curriculum on financial management skills of graduates of colleges of education to answer research question two, section D consists of 10 items on influence of business education curriculum on innovative skills of graduates of colleges of education to answer research question three, section E consists of 10 items on influence of business education curriculum on customer management skills of graduates of colleges of education to answer research question four, section F consists of 10 items on influence of business education curriculum on marketing management skills of graduates of colleges of education to answer research question five.

The instruments were structured on a 4-point rating scale as follows; Strongly Agree (S.A) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

3.4.1 Validity of Research Instrument

The questionnaires were subjected to scrutiny and vetting by three lecturers in the Department of Vocational and Technical Education and another one lecturer in Psychology Department Ahmadu Bello University, Zaria. Their observations and suggestions were incorporated in the instrument.

3.4.2 Pilot Study

A pilot study was conducted using fifteen business education graduates operating their businesses in Ekiti State, and fifteen employees of these businesses. The choice of the location was based on the fact that Ekiti State is outside the study area. Secondly all colleges of education business education graduates in Nigeria operated the same curriculum while in school.

3.4.4 Reliability of the Instrument

The researcher determined the reliability of the instrument using the data collected from the pilot study. Test re-test reliability test was carried out. The data obtained were subjected to statistical analyses in order to establish the reliability coefficient of the instrument. A standardized Cronbach's alpha reliability coefficient of 0.72 was obtained. This value was considered reliable according to Uzorike (2008) who stated that reliability coefficient obtained at the average value of coefficient of 0.70, is reliable and internally consistent and valid for the study.

3.5 Procedure for Data Collection

The researcher obtained a letter of introduction from the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, which introduced the researcher to the respondents. The researcher administered the instruments in Kogi and Benue States himself. Four trained research assistants administered the instruments in Kwara, Niger, Nassarawa and Plateau States. The administration of the instruments took four weeks. The respondents were requested to fill the questionnaire on the same day they were given. This was to avoid loss of instruments and possible extraneous influences in filling the questionnaire.

3.6 Procedure for Data Analysis

The personal data of the respondents were analyzed using frequencies and percentages. The six research questions were answered using mean. In the course of answering research questions, Strongly Agree and Agree were classified as Agree, similarly, Strongly Disagree and Disagree were classified as Disagree. A Mean of 2.5 and above was considered agree; while a mean of less than 2.5 was considered as disagree. Regression analysis was used to test null hypotheses 1, 2, 3, 4 and 5 while t-test was used to test null hypothesis 6.

In the analysis, where r -calculated value was greater than r -critical, the null hypothesis was rejected. On the other hand where the r -calculated was equal to or less than the r -critical, the null hypothesis was retained. All the null hypotheses were tested at 0.05 or 5% level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter analyzed the data collected in the course of the study. The chapter was presented under the following sub-headings;

4.1 Analysis of Bio-data of Respondents

4.2 Answers to Research Questions

4.3 Test of Null-Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Major Findings

4.1 Analysis of Bio-data of Respondents

This section presented analyses of bio- data of the respondents.. The analyses were presented in tables 4.1 to 4.2

Table 2 Analysis of Respondents by Gender

Sex	Frequency	Percentage (%)
Male	51	49
Female	53	51
Total	104	100

Source: Field Survey, 2016

Table 2 revealed that males made up 49% of the respondents while females made up 51%. This indicated that there were more females than males respondents in the study.

Table 3 Analysis of Respondents by Years of Business /work Experience

Years	Frequency	Percentage (%)
1-2	55	52.9
3-4	32	30.8
5 and above	17	16.3
Total	104	100

Source: Field Survey, 2016

Table 3 revealed that 55 respondents, representing 52.9% had business experience between one and two years. 32 respondents, representing 30.8% were in business for three and four years, while 17 respondents, representing 16.3% had 5 years and above of business experience. With the experience of respondents shown in table 4.2, they were able to provide the required data for the study.

4.2 Answers to Research Questions

This section presented analyses of data used to answer the research questions. The results are presented in tables 4.3 to 4.8.

4.2.1 Research Questions One: What is the influence of business education curriculum on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria?

Table 4. presented the result of data used to determine the influence of business education curriculum on human resource management skills of graduates of colleges of education.

Table 4 Mean Score of the responses of Business Education Graduates (Entrepreneurs) on Influence of Business Education Curriculum on Human Resource Management Skills of Graduates of Colleges of Education in North-central Zone of Nigeria

Q. Item	Total Agree	Total Disagree	Mean \bar{x}	STD	Overall Mean
1	116	30	2.8	1.155	
2	114	27	2.7	1.108	
3	107	35	2.7	1.012	
4	108	32	2.6	1.001	
5	85	47	2.5	0.959	
6	131	24	3	0.918	2.7
7	131	21	2.9	0.904	
8	104	38	2.7	0.888	
9	94	40	2.6	0.977	
10	80	42	2.3	0.045	

Source: Field Survey, 2016

From Table 4, the summary of the result showed overall mean of 2.7 representing the opinions of the respondents who agreed that business education curriculum influenced the human resource management skills of graduates of colleges of education. The respondents who disagreed had a mean of 1.3. Item 6 which stated that business education provided graduates with skills to understand the weaknesses and strengths of others had the highest mean of 3, followed by item 7 with mean of 2.9 while item 10 had

the lowest mean of 2.3. From the analysis, the calculated value of overall mean was 2.7 > 2.5 index, score. This implied that business education curriculum influenced human resource management skills of graduates of colleges of education in North-central Zone of Nigeria. Details of the result is in appendix V-A.

4.2.2 Research Question Two: What is the influence of business education curriculum on financial management skills of graduates of colleges of education?

Table 5 presented the result of data used to determine the influence of business education curriculum on financial management skills of graduates of colleges of education.

Table 4 Mean Score of the responses of Business Education Graduates (Entrepreneurs) on Influence of Business Education Curriculum on Financial Management Skills of Graduates of Colleges of Education

Q. Item	Total Agree	Total Disagree	Mean \bar{x}	STD	Overall Mean
11	44	74	2.1	0.913	
12	38	59	1.8	0.863	
13	105	32	2.6	1.138	
14	76	43	2.3	1.126	
15	59	54	2.2	1.043	
16	61	55	2.2	0.983	2.3
17	87	37	2.3	1,174	
18	65	41	2	1.066	
19	89	38	2.4	1.018	
20	107	34	2.7	1.035	
21	114	34	2.8	0.908	

Source: Field Survey, 2016

From Table 5, the summary of the result showed overall mean of 2.3 from the respondents who agreed that business education curriculum provides graduates of colleges of education with financial management skills. The respondents who held a different view had a mean of 1.7. Item 21 had the highest mean of 2.8 followed by item 20 with a mean of 2.7 while item 12 had the lowest mean of 1.8. Based on the results, calculated the overall mean was $2.3 < 2.5$ benchmark of agreed. The researcher therefore concluded that business education curriculum had no influence on financial management skills of graduates of colleges of education in North-central Geo-political Zone of Nigeria. The detail of the result is shown in appendix V-B.

4.2.3 Research Question Three: What is the influence of business education curriculum on innovative skills of graduates of colleges of education?

Table 6 presented the result of data used to determine the influence of business education curriculum on innovative skills of graduates of colleges of education.

Table 6 Mean Score of the responses of Business Education Graduates (Entrepreneurs) on Influence of Business Education Curriculum on Innovative Skills of Graduates of Colleges of Education

Q. item	Total Agree	Total Disagree	Mean \bar{x}	STD	Overall Mean
22	70	30	2.2	1.131	
23	40	27	1.9	0.926	
24	57	35	2.1	0.991	
25	85	32	2.1	1.056	
26	72	47	2.3	0.988	
27	59	24	2.2	1.043	2.2
28	50	21	1.9	1.009	
29	66	38	2.4	0.934	
30	64	40	2.3	1.082	
31	67	42	2.2	1.061	
32	100	40	2.7	0.981	

Source: Field Survey, 2016

From Table 6, the summary of the result showed overall mean of 2.2 representing the opinions of the respondents who agreed that business education curriculum influenced the innovative skills of graduates of colleges of education. The respondents who had contrary views had a mean of 1.8. Item 32 had the highest mean of 2.7 followed by item 29 with mean of 2.4 while items 23 and 28 had the lowest mean of 1.9. The calculated overall mean was $2.2 < 2.5$ index score. This implied that business education curriculum had no influence on innovative skills of graduates of colleges of education. . Details of the results are in appendix V-C.

4.2.4 Research Question Four: What is the influence of business education curriculum on customer management skills of graduates of colleges of education?

Table 7 presented the analysis of respondents’ opinion used to determine the influence of business education curriculum on customer management skills of graduates of colleges of education.

Table 7 Mean Score of the responses of Business Education Graduates (Entrepreneurs) on Influence of Business Education Curriculum on Customer Management Skills of Graduates of Colleges of Education

Q. Item	Total Agree	Total Disagree	Mean \bar{x}	STD	Overall Mean
33	44	48	1.9	0.862	
34	97	41	2.7	1.186	
35	63	52	2.2	0.977	
36	52	59	2.1	0.991	
37	63	55	2.1	1.064	
38	92	38	2.5	1.163	2.3
39	85	43	2.5	1.128	
40	108	30	2.7	1.136	
41	110	26	2.6	1.239	
42	68	38	2.3	0.989	

Source: Field Survey, 2016

From Table 7, the summary of the result showed a mean of 2.3 and standard deviation for respondents who agreed that business education curriculum had influence on customer management skills of graduates of colleges of education and those who disagreed had a mean of 1.7. Items 34 and 40 had the highest mean of 2.7 while items 36 and 37 had the lowest mean of 2.1. From the analysis, the calculated overall mean value was 2.3<2.5 index score. Hence the study showed that business education curriculum had no influence on customer management skills of graduates of colleges of education, Details of the results are in appendix V-D.

4.2.5 Research Question Five: What is the influence of business education curriculum on marketing skills of graduates of colleges of education?

Table 8 presented the analysis of respondents’ opinion used to determine the influence of business education curriculum on marketing skills of graduates of colleges of education.

Table 8 Mean Score of the responses of Business Education Graduates (Entrepreneurs) on Influence of Business Education Curriculum on Marketing Management Skills of Graduates of Colleges of Education

Q. Item	Total Agree	Total Disagree	Mean \bar{x}	STD	Overall Mean
43	72	44	2.2	1.113	2.2
44	67	52	2.3	0.977	
45	81	44	2.4	0.934	
46	68	56	2.4	0.820	
47	80	42	2.3	1.136	
48	90	30	2.3	1.184	
49	57	44	1.9	1.084	
50	67	37	2	1.155	
51	60	52	2.2	1.092	
52	83	37	2.3	1.181	

Source: Field Survey, 2016

From Table 8, the summary of the result showed overall mean of 2.2 for respondents who agreed that business education curriculum influenced marketing skills of graduates of colleges of education and those who disagreed had mean of 1.8. Items 45 and 46 had the highest mean of 2.4 while item 49 had the lowest mean of 1.9. From the analysis, the calculated overall mean value was $2.2 < 2.5$ index score. Therefore, the study

showed that business education curriculum had no influence on marketing management skills of graduates of colleges of education. Details of the results are in Appendix V-E.

4.2.6 Research Question Six: What is the difference between the views of graduates entrepreneurs and employees on influences of Business Education Curriculum on Entrepreneurial skills of graduates of Colleges of Education?

Table 9 presented the Analysis of differences in the mean opinion of respondents on influence of business education curriculum on the entrepreneurship skills of graduates of colleges of education in North-central Geo-political Zone of Nigeria.

Table 9 Mean Score of responses of Employees on Influence of Business Education Curriculum on Entrepreneurial Skills of College of Education Graduates

Research Questions	Total Agreed	Total Disagreed	Mean	STD	Overall Mean
1	930	388	2.5	0.752	
2	762	557	2.4	0.632	
3	916	465	2.4	0.612	2.4
4	840	385	2.3	0.583	
5	750	435	2.3	0.571	
6	4198	2230	2.4	0.624	

Source: Field Survey, 2016

From Table 9, the summary of the result show the mean score of 2.5 in question one, 2.4 in question two, 2.4 in question three, 2.3 in question four and 2.3 in question five. The overall mean score opinion of the employees on the influence of business education curriculum on entrepreneurial skills of graduates of colleges of education was 2.4. Therefore, the study showed that business education curriculum had no influence on

entrepreneurship skills of graduates of colleges of education in North-central Geopolitical Zone of Nigeria. Details of the results are in Appendix VI A-E.

4.3 Test of Null Hypotheses

This section presented analysis of data used to test the Null Hypotheses. The results are presented in table 10 to 15.

4.3.1 Null Hypothesis One: **Business education curriculum has no significant influence on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria.**

Table 10 presented the result of Regression analysis used to determine influence of business education curriculum on human resource management skills of graduate of colleges of education.

Table 10 Regression Analysis of Respondents’ Opinion on the Influence of Business Education Curriculum on Human Resource Management Skills of Graduates of Colleges of Education in North-central Zone of Nigeria

Model	B	Mean	STD.	Std error	r-crit	r-cal	R ²	Adjusted R ²	p-value
BEC	1.531	2.7	1.01	.044	0.088	.774	.599	.592	0.000
HRM skills	1.111	1.3	.922	.124					

Source: Field Survey, 2016

HRM Skills = Human Resource Management Skills,

BEC = Business Education Curriculum

From Table 10, the observed value of r value of (r=0.774) was significant. The summary from the regression analysis Beta, the constant had a value of 1.531 against the coefficient value of 1.111 for human resource management skills. The calculated r- value was .774 found greater than table value of 0.088 (p-value= 0.000) at 0.005 level of significance. The R² was 0.599 indicating that 60% of the variability of Human Resource

Management Skill of graduate of colleges of education was influenced by business education curriculum. The analysis showed that business education curriculum had significant influence on human resource management skills of graduates. Therefore, the null hypothesis was rejected.

4.3.2 Null Hypothesis Two: Business education curriculum has no significant influence on financial management skills of graduates of colleges of education in North-central Zone of Nigeria

Table 11 presented Regression analysis used to determine influence of independent variable on dependent variable in the null hypothesis two.

Table 12 Regression Analysis of Respondents opinion on the influence of Business Education Curriculum on Financial Management Skills of Graduates of Colleges of Education in North-central Zone of Nigeria

Model	B	Mean	STD.	Std error	r-crit	r-cal	R ²	Adjusted R ²	p-value
BEC	1.531	2.3	1.06	.044	0.088	0.059	0.003	0.002	0.56
FM skills	0.845	1.7	.961	1.01					

Source: Field Survey, 2016

BEC = Business Education Curriculum, FM Skills = Financial Management Skills

From Table 11, calculated r-value 0.059 was less than r-value of 0.088 at 0.05 levels of significance. The observed value (r-0.059) is not significant. The summary from the regression analysis Beta, the constant had a value of 1.531 against the co-efficient value of 0.845 for financial management skills. The calculated r-value .059 was less than table value 0.088 (p-value = 0.56) at 0.005 level of significance. The R² value was 0.003 indicating that only 0.3% of the variance in the financial management skills is determined by business education curriculum. The analysis showed that business education

curriculum had no significant influence on financial management skills of graduates of colleges of education in North-central Zone of Nigeria. Therefore, the null hypothesis was retained.

4.3.3 Null Hypothesis Three: Business education curriculum has no significant influence on innovative skill of graduates of colleges of education in North-central Zone of Nigeria

Table 12 presented Regression analysis used to determine influence of independent variable on dependent variable in the null hypothesis three.

Table 12 Regression Analysis of Respondents’ Opinion on Influence of Business Education Curriculum on Innovative Skills of Graduates of Colleges of Education

Model	B	Mean	STD.	Std error	r-crit	R ²	Adjusted R ²	r-cal	p-value
BEC	1.531	2.2	1.03	.043	0.088	0.006	0.004	.080	.189
Innovative skills	.425	1.8	1.01	.139					

Source: Field Survey, 2016

BEC = Business Education Curriculum,

From Table 12, calculated r-value 0.080 was less than r- critical value of 0.088 at 0.05 levels of significance. The observed value (r-0.080) is not significant. The value of Beta, the constant is 1.531 against the co-efficient value of 0.425 for innovative skills. The calculated r- value of .080 was less than the table value of 0.088 (p-value = 0.189) at 0.005 level of significance. The r²value was 0.006 indicating that only 0.6% of the variance in innovative skills of graduate of colleges of education was influenced by business education curriculum. The analysis showed that business education curriculum

had no significant influence on innovative skills of graduates of colleges of education. Therefore, the null hypothesis was retained.

4.3.4 Null Hypothesis Four: Business education curriculum has no significant influence on customer management skills of graduates of colleges of education

Table 13 presented Regression analysis used to determine influence of independent variable on dependent variable in the null hypothesis four.

Table 13 Regression Analysis of respondents’ opinion on influence of Business Education Curriculum on Customer management skills of graduates of Colleges of Education n North-central Zone of Nigeria

Model	B	Mean	STD.	Std error	r-crit	R ²	Adjusted R ²	r-cal	p-value
BEC	1.531	2.3	1.10	.048	0.088	0.004	0.003	0.060	.172
CM skills	.325	1.7	1.08	.150					

Source: Field Survey, 2016

BEC = Business education curriculum, CM Skills = Customer Management skills

From Table 13, the calculated r-value 0.059 was less than 0.088 r-critical at 0.005 level of significance. The observed value (r-0.060) was not significant. The value of Beta, the constant is 1.531 against the co-efficient value of 0.325 for customer management skills. The calculated r- value of .060 was less than the table value of 0.088 (p-value =0.172) at 0.005 level of significance. The R² value of 0.004 indicated 0.04% of the variance in the customer management skills was determined by business education curriculum. The result therefore, revealed that business education curriculum had no significant influence on customer management skills of graduates of colleges of education. Therefore, the null hypothesis was retained.

4.3.5 Null Hypothesis Five: Business education curriculum has no significant influence on marketing skills of graduates of colleges of education

Table 14 presented Regression analysis used to determine influence of independent variable on dependent variable in the null hypothesis five.

Table 14 Regression Analysis of Respondents’ Opinion on Influence of Business Education Curriculum on Marketing Skills of Graduates of Colleges of Education

Model	B	Mean	STD.	Std error	r-crit	r-cal	R ²	Adjusted R ²	p-value
BEC	1.531	2.2	1,07	.047	0.088	0.087	.008	.007	0.64
MM skills	.372	1.8	.863	.119					

Source: Field Survey, 2016

BEC = Business education curriculum, MM Skills =Market Management skills.

From Table 14, the calculated r-value 0.087 was less than 0.088 r-critical at 0.005 level of significance. The observed value (r-0.087) was not significant. The value of Beta, the constant is 1.531 against the co-efficient value of 0.372 for marketing skills. The calculated r- value of .087 was less than the table value of 0.088 (p-value = 0.064) at 0.005 level of significance. The R² was 0.008 indicating that only 0.7% of the variance in marketing skills of graduates of colleges of education was influenced by business education curriculum. The result therefore, revealed that business education curriculum had no significant influence on marketing skills of graduates of colleges of education. Therefore, the null hypothesis was retained.

4.3.6 Null Hypothesis Six: There is no significant difference between the views of graduate entrepreneurs and employees on influence of business education curriculum on entrepreneurial skills of graduates of colleges of education

Table 15 presented t-test analysis used to determine influence of independent variable on dependent variable in the null hypothesis six.

Table 15 t-test Analysis of Respondents’ Opinion on Influence of Business Education Curriculum on Entrepreneurship Skills of Graduates of Colleges of Education in North-central Zone of Nigeria

Group	N	\bar{x}	STD	DF	T-cal	T-crit	Sig (2-tailed)
Graduate entrepreneur	52	2.3	0.62	102	0.15	1.96	0.963
Employees	52	2.4	0.68				

Source: Field Survey, 2016

From Table 15, t-calculated was 0.15 which was less than t-critical of 1.96 at 0.05 levels of significance. The observed value (t=0.15) is not significant. This revealed that there was no significant differences (p=0.963) between the mean responses of graduate entrepreneurs and employees. Therefore, the null hypothesis was retained.

4.4 Summary of Major Findings

Based on the data analyzed, the following findings were made;

1. Business education curriculum had significant influence on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria, as shown in Tables 4 and 10. Research question one overall weighted

- mean was 2.7 as shown in Table 4 while null hypothesis one shown in Table 10 was $r\text{-cal } .777 > 0.088$ $r\text{-crit}$, ($p = 0.000$) .
2. Business education curriculum had no significant influence on financial management skills of graduates of colleges of education in North -central Zone of Nigeria as shown in Tables 5 and 11. Research question two overall weighted mean was 2.3 in Table 5, while null hypothesis two shown in Table 11 was $r\text{-cal } .059 < 0.088$ $r\text{-crit}$, in ($p = 0.56$).
 3. Business education curriculum had no significant influence on innovative skills of graduates of colleges of education in North-central Zone of Nigeria as shown in Tables 6 and 12. Research question three overall weighted mean was 2.2 as shown in Table 6, while null hypothesis three shown in Table was 12 $r\text{-cal } 0.080$ $r\text{-crit}$, ($p = 0.189$).
 4. Business education curriculum had no significant influence on customer management skills of graduates of colleges of education in North-central Zone of Nigeria as shown in tables 7 and 13. Research question four overall weighted mean was 2.3 as shown in Table 7, while null hypothesis four shown in Table 13, was $r\text{-cal } .060 < 0.088$ $r\text{-crit}$, ($p = 0.172$).
 5. Business education curriculum had no significant influence on marketing skills of graduates of colleges of education in North-central Zone of Nigeria as shown in Tables 8 and 14. Research question five overall weighted mean was 2.2 as shown in Table 8 while null hypothesis five in Table 14 was $r\text{-cal } 0.087 < 0.088$ $r\text{-crit}$, ($p = 0.64$).

6. There was no significant difference between the mean responses of graduate entrepreneurs and employees on the influence of business education curriculum on the entrepreneurship skills of graduates of colleges of education in North-central Zone of Nigeria as shown in tables 9 and 15. Research question six overall weighted mean was 2.4 as shown in Table 9, while null hypothesis six shown in Table 15 was t-calculated 0.15 ($p = 0.963$).

4.5. Discussion of Major Findings

The respondents used for this study were 51% female and 49% male as shown in Table 2, while 16% of the respondents had 5 and above years of business experience, 30.8% had 2 to 4 experience and 52.9% had 1 to 2 years' experience as shown in Table 3. Business education curriculum had significant influence on human resource management skills of graduates of colleges of education in North -central Geo-political Zone of Nigeria. The study discovered that interpersonal skills of business education graduates to relate with others to run their businesses smoothly was positively influenced by business education curriculum. It is agreed by both the graduate entrepreneurs and their employees that business education curriculum had positive influence on human resource management skills of graduates of colleges of education as revealed in Table 4 with 2.7 means, Table 4 with mean of 2.5. The findings of this study agreed with Ediangbonya and Oyangha (2013) Ibrahim (2014) who opined that business education curriculum had potentials to positively influence knowledge, skills, attitudes, values for gainful employment.

The results of Tables 5 and 10 revealed that business education curriculum had not provided graduates with financial skills that will make them to be successful in

running their own enterprises. The study revealed that business education graduates were not equipped with practical skills to source for capital and invest business finance wisely. The finding was contrary to Nancy (2002) who stated that business education students were adequately exposed to financial skills to be able to adequately source and invest money wisely.

The results of tables 6 and 12 show that business education curriculum had no significant influence on the innovative skills of graduates of colleges of education. This implies that business education curriculum had provided graduates with skills needed to successfully initiate for startup. This finding falls short of the expectations of Adeshina (2013) who expected business education students to be prepared with entrepreneurship skills that will make him/her to provide jobs instead of seeking for a job after completion of the programme. Equally the finding was contrary to Iheanacho (2011) who asserted that a potential entrepreneur should be trained to sharpen his creative and innovative skills to identify a need that can be satisfied with a product or service through business education programme.

The results of tables 7 and 13 indicated that business education curriculum had no significant influence on customer management skills of graduates of colleges of education. This implied that business education curriculum had not provided its graduates with customer relation skills to relate with different types of customers effectively. This finding falls short of the expectations of Ibrahim (2011) who expected business education students to be prepared with customer skills that will make him/her to successfully manage customers for the overall growth of the business venture after completion of the programme.

Furthermore, Table 8 and 14 revealed that business education curriculum had no significant influence on marketing skills of graduates of colleges of education. Both the graduate entrepreneurs and their employees have the same opinion that graduates of business education from colleges of education had not possessed adequate marketing skills to drive their entrepreneurship aspiration. This finding was contrary to the finding of Gidado and Akaeze (2014) who stated that business education curriculum promoted entrepreneurship through acquisition and utilization of the right marketing skills such as marketing research skills, data collection skills, segmentation skills and sales promotion skills.

The results of tables 9 and 15 indicated that business education curriculum had no significant influence on the entrepreneurship skills of graduates of colleges of education. To validate or otherwise the opinion of the graduate entrepreneurs in research question one both agreed that business education curriculum positively influenced the human resource management skills of graduates of colleges of education. Equally they both held the same opinion that business education curriculum had no significant influence on financial, innovative, customer and marketing skills of graduates of colleges of education. The overall analysis revealed that business education curriculum had no influence on entrepreneurship skills of graduates of colleges of education in North-central Geopolitical Zone of Nigeria. This finding agreed with Ali (2010) Ali (2010) who states that dearth of employment related skills; entrepreneurial skills and ignorance of the work environment among youths have caused economic and personal hardship within the past few years.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the work, conclusion drawn from the finding and recommendation made.

The chapter was organized under the following sub headings:

- 5.1 Summary
- 5.2 Contribution to knowledge
- 5.3 Conclusion
- 5.4 Recommendations
- 5.5 Suggestions for further Study

5.1. Summary

The research work investigated the Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Graduates in North-central Zone of Nigeria. The study had six specific objectives, six research questions and six null hypotheses. Descriptive survey design was used in the study. The population of the study was one hundred and forty four (144), made up of sixty (60) colleges of education graduates and eighty four (84) employees of these graduates. The whole population was used in the study. One hundred and four copies of questionnaire were completed and returned. Four week were used to collect data for study. Mean and standard deviation were used to answer the research questions. Hypotheses 1,2,3,4 and 5 were tested using regression analysis and hypothesis 6 was tested using t-test. All the hypotheses were tested at 0.05 level of significance. The result of the study revealed that business

education curriculum had significant influence on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria.

The result also showed that business education curriculum had no significant influence on financial management skills of graduates of colleges of education, and that business education curriculum also had no significant influence on innovative skills of graduates of colleges of education. Equally, business education curriculum had no significant influence on the customer management skills of graduates of colleges of education. Similarly, the result reviewed that business education curriculum had no significant influence on the marketing skills of graduates of colleges of education.

Finally the finding showed that no difference existed between the opinions of graduates (entrepreneurs) and their employees on influence of business education curriculum on the overall entrepreneurial skills of graduates of colleges of education.

5.2. Contribution to Knowledge

The study established that;

1. Business education curriculum had significant influence on human resource management skills of graduates of colleges of education in North-central Zone of Nigeria, (P = 0.000)
2. Business education curriculum had no significant influence on financial management skills of graduates of colleges of education in North -central Zone of Nigeria, (P = 0.056)
3. Business education curriculum had no significant influence on innovative skills of graduates of colleges of education in North-central Zone of Nigeria, (P = 0.189)

4. Business education curriculum had no significant influence on customer management skills of graduates of colleges of education in North-central Zone of Nigeria, ($P = 0.172$)
5. Business education curriculum had no significant influence on marketing skills of graduates of colleges of education in North-central Zone of Nigeria, ($P = 0.64$).

5.3. Conclusion

On the basis of the findings, business education curriculum had little influence on entrepreneurial skills of graduates of colleges of education, therefore, it was concluded that since this is the case, the situation can result to lack of entrepreneurial skills by graduates of colleges of education to enable them undertake a viable business venture to be self-reliant. This might result to increase level of unemployment, economic hardship and social vices amongst business education graduates. Also, this trend might slow down the economic growth of Nigeria because important segments of her population are not adequately prepared with adequate skills for entrepreneurship activities.

Recommendations

The following recommendations were made;

1. The human resource management skill component of the business education curriculum should be retained by NCCE business education curriculum planners because it had positive influence on the graduates' human resource management skills.
2. Business education curriculum should be strengthened by NCCE business education curriculum planners to broaden its financial management skill components and ensure effectiveness of the financial management skill components delivery.

3. Business education curriculum should be reviewed by NCCE business education curriculum planners to ensure adequate incorporation of innovative skill components.
4. Business education curriculum should be strengthened by NCCE business education curriculum planners to broaden its customer management skill components.
5. There should be an in-depth review of business education curriculum by NCCE business education curriculum planners to strengthen its marketing skills component.

5.5 Suggestions for further Study

The following suggestions for further study were made;

1. A replica of the study should be conducted in other Zones of Nigeria to serve as a basis for comparison of the findings of the study:
 - a. Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Graduates in North-West Zone, Nigeria.
 - b. Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Graduates in South -West Zone, Nigeria.

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APPENDICES

APPENDIX I

Letter of Introduction



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.
FACULTY OF EDUCATION

VICE CHANCELLOR: **Prof. Ibrahim Garba** (B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.)

Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: **Professor A. A. Udoh** (B.Ed. (Hons) Nsukka; M. Ed. & Ph.D. Bus Edu. [A.B.U.])

15th July, 2015

Your Ref: _____

Date: _____

Our Ref: _____ PH.D/EDUC/38856/2012-2013

Letter of Identification

MICHAEL YUSUF IBRAHIM – PH.D/EDUC/38856/2012-2013

This is to certify that the above mentioned named is a Post-Graduate Students (Ph.D. Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. He is carrying out a research on **Influence of Business Education Curriculum on Entrepreneurial Skills of College of Education Graduate in North-central Geo-political Zone, Nigeria.**

Please, kindly give him every assistance he may require.

Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II:

Questionnaire for Colleges of Education Graduates (Entrepreneur)

Department of Vocational & Technical Education
Faculty of Education
Ahmadu Bello University,
Zaria

Dear Sir,

REQUEST TO FILL QUESTIONNAIRE

I am PhD (Business Education) student in the above mentioned Department, conducting a research study on “ **Influence of Business Education Curriculum on Entrepreneurial Skills of College of Education Graduates in North – central Geopolitical zone, Nigeria**” This questionnaire is designed to obtain data for the research work.. Please, fill the questionnaire as objectively as possible. All the information supplied will be treated as confidential and used only for the purpose of this study. Hence, the researcher counts on your cooperation.

Thank you.

Yours faithfully

Ibrahim Michael Yusuf
PhD/Educ/38856/2012-2013

Influences of Business Education Curriculum on Entrepreneurial Skills of Graduates of Colleges of Education only; Please tick the appropriate

SECTION A

PERSONAL DATA

1. Sex: Male () Female ()

2. Year of business/work experience (a) 1-2 Years () (b) 3 – 4 Years () (c) 5 years and above

SECTION B

Respondents are required to respond to the following statements by ticking as applicable.

Note; the responses are rated from four to one as follows;

Strongly Agree	(SA)	4 Points
Agree	(A)	3 Points
Disagree	(D)	2 Points
Strongly disagree	(SD)	1Point

Influence of business education curriculum on human resources management skills of graduates of Colleges of education					
S/N		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Curriculum of NCE business education provided me with interpersonal skills to relate with others and resolve conflicts in my organization				
2.	Curriculum of NCE business education developed my skill of team work to effectively manage my staff.				
3.	Leadership skills acquired through business education programme helped me to efficiently manage my staff.				
4.	Communication skills acquired through NCE business curriculum helped me to effectively discuss, explain issues and resolve conflicts for the growth of my business.				
5.	NCE business curriculum developed my self-regulating skills to control my feelings when dealing with staff and others for the success of my business.				
6.	NCE business curriculum provided graduates with skills to understand weakness and strength of others for effective personnel management				
7.	NCE business curriculum provided me with skills to be able to motivate others at work.				
8.	NCE business education curriculum provided me with empathy skills to be able to consider employees feelings when taking decision.				
9.	NCE business curriculum provided me with Social skills to be friendly with my staff and others.				
10.	NCE business curriculum equipped me with skill of recruitment, selection, evaluation, promotion/ remuneration of staff.				

Influence of business education curriculum on financial management skills of graduates of Colleges of education					
11.	NCE business education curriculum provided me with practical skills to be able to source capital to start and manage my business successfully				
12.	NCE business education curriculum provided me with skills to be able to prepare simple financial inventory for business enterprises.				
13.	The skills I acquired in college of education had made me to be efficient in preparing simple budget for my business.				
14.	The Financial Skills acquired during NCE business education programme helped me to be able to determine employees' wages and benefits for the success of my business.				
15.	Curriculum of business education equipped me with skills to avoid unplanned expenditure.				
16.	Curriculum of business education equipped with skills to invest in business finance wisely.				
17.	Curriculum of NCE business education provided me with financial skills to limit personal expenditure from that of the business venture,				
18.	Curriculum of NCE business education provided me with adequate knowledge of tax regime to avoid over taxation.				
19.	Curriculum of NCE business education provided me with knowledge of simple business laws to operate my business within the requirement of the law of the land.				
20.	Curriculum of NCE business education provided me with skills to recognize the true position of my business for effective financial decisions.				
21.	Curriculum of NCE business education provided me with accounting skills to keep necessary books of account for the organizational success.				

Influence of NCE business education curriculum on innovative skills of graduates of Colleges of education.

22.	NCE business education curriculum provided me with entrepreneurial skills to identify a need that can be satisfied with a service				
23.	NCE business education curriculum provided me with fundamental entrepreneurial skills of building a solid and viable business plan.				
24.	NCE business education curriculum provided me skills to identify a venture's strengths and weaknesses and be able to set up clear timetables with contingencies for handling the problems.				
25.	NCE business education curriculum provided me with entrepreneurial skills to analyze trends in the economy and take appropriate business decision.				
26.	NCE business education curriculum provided me with entrepreneurial skills of critical and creative thinking to solve problems and be successful in business venture,				
27.	NCE business education curriculum provided me with entrepreneurial skills to make decisions based on relevant information.				
28.	NCE business education curriculum provided me with entrepreneurial skills to negotiate business deals effectively.				
29.	NCE business education curriculum provided me with skills to be committed to a good course				
30.	NCE business education curriculum provided me with entrepreneurial skills to organize and administer a successful business enterprise.				
31.	NCE business education curriculum provided me with entrepreneurial skills to initiate profitable business understanding.				
32.	NCE business education curriculum provided me with entrepreneurial skills to plan and prepare to minimize cost and maximize profit for success of my organization.				

Influence of business education curriculum on customer management skills of graduates of colleges of education					
33.	The curriculum of business education provided me with the appropriate telephone skills to relate with my customers effectively.				
34.	The curriculum of business education provided me with skills to relate with different types of customers effectively eg. I know it all customers, angry customers etc.				
35.	The curriculum of business education provided me with oral communication skills to relate effectively with my customers.				
36.	The curriculum of business education provided me with attitude to keep my business environment clean to create first good impression of my customers.				
37.	The curriculum of business education provided me with skills and attitude to recognize the inherent worth of all human beings making me to keep my customers loyalty.				
38.	The curriculum of business education provided me with attitude to practice empathy and eliminate derogatory words and phrases from my vocabulary, thereby, keeping good customer relationship.				
39.	The curriculum of business education provided me with skills to deal with many customers on a daily basis.				
40.	The curriculum of business education provided me with skills to be always patient with customers and listens to their complaints and attend to them.				
41.	The curriculum of business education provided me with ability and skills to read customers and create personal experience for them.				
42.	The curriculum of business education provided me with skills to handle surprise when customers are not reacting how you thought they would.				

Influence of business education curriculum on marketing management skills of graduates of colleges of education					
43.	The curriculum of business education provided me with the skill of conducting survey to identify the needs of my customers and meeting such needs.				
44.	The curriculum of business education provided me with skills to segment my market for making good sales.				
45.	The curriculum of business education provided me with appropriate advertisement skills.				
46.	The curriculum of business education provides me with pricing mathematics skills to calculate mark-up and mark-down.				
47.	The curriculum of business education provided me with personal selling skills.				
48.	The curriculum of business education provided me with data interpretation skills to analyze market trends.				
49.	The curriculum of business education provided me with right promotional skills.				
50.	The curriculum of business education provided me with right attitude to be on the front line and want a lot of involvement with others.				
51.	The curriculum of business education provided me with the right attitude of keeping my moods in check and handle disagreements with customers and concentrate on getting jobs done.				
52.	The curriculum of business education provided me with right skills to work under pressure and have high stress tolerance.				

APPENDIX III

QUESTIONNAIRE FOR EMPLOYEES

Employees Assessment of Entrepreneurial Skills of Colleges of Education Graduates Entrepreneur.

This Questionnaire is for Employees only

Instruction: Please tick the appropriate options

SECTION A

PERSONAL DATA

1. Sex: Male () Female ()
2. Year of work experience (a) 1-2 Years () (b) 3 – 4 Years () (c) 5 years and above

SECTION B

Respondents are required to respond to the following statement by ticking as applicable.

Note; the responses are rated from four to one as follows;

Strongly Agree	(SA)	4 Points
Agree	(A)	3 Points
Disagree	(D)	2 Points
Strongly disagree	(SD)	1Point

Employees' assessment of human resource management skills of graduates of colleges of education					
S/N		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My manager relates well with others and resolve conflicts in the organization				
2.	My manager has skills of team work to effectively manage staff.				
3.	My manager has leadership skills to efficiently manage staff.				
4.	My manager effectively discussed, explained issues and resolved conflicts for the growth of the business.				
5.	My manager always controls his feelings when dealing with staff and others for the success of the business.				
6.	My manager understands the weaknesses and strengths of others for effective personnel management				
7.	My manager has skills to be able to motivate others at work.				
8.	My manager has empathy skills to be able to consider employees feelings when taking decision.				
9.	My manager is friendly with his staff and others.				
10.	My manager has skills of recruitment, selection, evaluation, promotion and remuneration of staff.				

Employees' assessment of financial management skills of graduates of colleges of education					
11.	My manager has skills to source funds for the business.				
12.	My manager has skills to prepare simple financial inventory for business enterprises.				
13.	My manager is efficient in preparing simple budget of the business.				
14.	My manager has financial Skills to determine employees' wages and benefits for the success of the business.				
15.	My manager has skills and discipline to avoid unplanned expenditure.				
16.	My manager has skills to invest his finance in business wisely.				
17.	My manager has financial skills to limit personal expenditure from that of the business venture,				
18.	My manager has adequate knowledge of tax regime to avoid over taxation.				
19.	My manager has knowledge of simple business laws and operates his/her business within the requirement of the law of the land.				
20.	My manager has skills to recognize the true position of his business for effective financial decisions.				
21.	My manager has accounting skills to keep necessary books of account for the organizational success.				

Employees' assessment of innovative skills of graduates of colleges of education					
22.	My manager has skills to identify a need that can be satisfied with a service				
23.	My manager has fundamental entrepreneurial skills of building a solid and viable business plan.				
24.	My manager has skills to identify a venture's strength and weaknesses and be able to set up clear timetables with contingencies for handling the problems.				
25.	My manager has entrepreneurial skills to analyze trends in the economy and take appropriate business decisions.				
26.	My manager has entrepreneurial skills of critical and creative thinking to solve problems and be successful in business ventures,				
27.	My manager has entrepreneurial skills to make decisions based on relevant information.				
28.	My manager has entrepreneurial skills to negotiate business deals effectively.				
29.	My manager has skills to be committed to a good course				
30.	My manager has entrepreneurial skills to organize and administer a successful business enterprise.				
31.	My manager has entrepreneurial skills to initiate profitable business understanding.				
32.	My manager has entrepreneurial skills to plan, prepare and minimize cost and maximize profit for success of his organization.				

Employees' assessment of customer management skills of graduates of colleges of education					
33	My manager has appropriate telephone skills to relate with his customers effectively.				
34.	My manager has skills to relate with different types of customers effectively eg. I know it all customers, angry customers etc.				
35.	My manager has good communication skills to relate effectively with his customers.				
36.	My manager has good attitude of keeping his business environment clean to create first good impression of his customers.				
37.	My manager has skills and attitude to recognize the inherent worth of all human beings making him to keep his customers' loyalty.				
38.	My manager has good attitude to practice empathy and eliminate derogatory words and phrases from his vocabulary, thereby, keeping good customer relationship.				
39.	My manager has the skills to deal with many customers on a daily basis.				
40.	My manager is always patient with customers and listens to their complaints and attend to them.				
41.	My manager has the ability and skills to read customers and create personal experiences for them.				
42.	My manager has the skills to handle surprise when customers are not reacting how you thought they would.				

Employees' assessment of marketing management skills of graduates of colleges of education				
43.	My manager has skills of conducting survey to identify the needs of his customers and meeting such needs.			
44.	My manager has skills to segment his market for making good sales.			
45.	My manager has appropriate advertisement skills.			
46.	My manager has pricing mathematics skills to calculate mark-up and mark-down.			
47.	My manager has personal selling skills.			
48.	My manager has data interpretation skills to analyze market trends.			
49.	My manager has right promotional skills.			
50	My manager has the attitude to be in front line and wants a lot of involvement with others.			
51	My manager has attitude of keeping his moods in check and handle disagreement with customers and concentrate on getting jobs done.			
52	My manager has skills to work under pressure and high stress tolerance.			

APPENDIX IV

**LIST OF BUSINESS ORGANIZATIONS MANAGED BY BUSINESS
EDUCATION GRADUATES IN NORTH CENTRAL GEO-POLITICAL ZONE
OF NIGERIA**

S/N	State	Business Location	Graduate entrepreneur	Employees	Total
1	Benue	Dowinko Nigeria Limited, High Level Area Makurdi	1	1	2
2		Pandak Global Resource Limited Old G.R.A Makurdi	1	1	2
3		Success internet center, Wurukum Makurdi	1	2	3
4		Ajek computers business center. Otukpo	1	1	2
5		Universal Cybernet Limited Ochidoma Road, Otukpo	1	1	2
6		Exquisite Computers Adoka, Otukpo	1	1	2
7		Mit Solution Limited Oju	1	1	2
8		Penile Computer and Café Oju	1	1	2
9		Berax Computer School Ogbadibo	1	15	16
10		Active Links Oju Benue State	1	2	3
11	Kwara	Afta Technologies Tanke, Ilorin	1	1	2
12		Hexeco Nigerian Limited (bookshop) Ilorin road, Irepodun	1	2	3
13		Fitiya computer and cyber café Ilorin south	1	1	2
14		Seyon Computer and Marketing Concept Offa	1	1	2
15		Olalomi Business centre Agbo Oba Ilorin Mest	1	1	2
16		Awolade Computer Training Center Surulere Ilorin	1	2	3
17		Akinlad Migeria Limited Ogbondoroko Asa	1	1	2
18		Al-Bushira Computer Business Venture Bacita	1	1	2
19		Albarka computer Alagbede, Asa,	1	1	2
20		Splas computer limited Laafiagi, Edu.	1	1	2
21	Kogi	Omotex Nigeria Limited Ayingba, Dekina	1	1	2

22		Dabatts and Associate Limited Dekina	1	1	2
23		Skynet computer center Dekina	1	1	2
24		Collins Computer Technologies Limited No2. Aliyu Attah Road, Lokoja	1	2	3
25		Excellent Computer Center Otite, Okene	1	1	2
26		Samuel Business Center FCE Okene	1	1	2
27		E-café business Center and Internet Services Ankpa	1	1	2
28		Ismar Global Ventures Isanlu	1	1	2
29		Skylink Cybercafes Idah.	1	1	2
30		Sudatech Enterprises	1	1	2
31		God's Glory Computer Technology Kabba	1	2	3
32		Reuben Baba computer Ogodu, Omala	1	1	2
33		Johnwalles Café and Computer Institute Abejukolo, Omala	1	1	2
34	Nassarawa	Mega Fast Computer College Keffi, Nassarawa State	1	1	2
35		Callbliss Ventures, Keffi	1	1	2
36		Infinity Global Net Service Keffi Road, Nassarawa	1	2	3
37		Business information and Training Center Lafia	1	1	2
38		Ris Ventures Maraba, Nassarawa	1	1	2
39		Oshla Computer Lafia	1	1	2
40		Abiro Iyber World, Lafia	1	1	2
41		Jossy Classic Computer Off Waru Bussa Way Phase iii Jikwoyi	1	1	2
42	Niger	Rahma Café Minna, Niger Nigeria	1	1	2
43		AM Ventures Minna, Niger Nigeria	1	1	2
44		First class Business Center New Market, Minna Niger Nigeria	1	2	3
45		Kehamza Nigeria Limited Wushishi, Niger State	1	1	2
46		Computer Specialist college Bosso, Niger Nigeria	1	1	2
47		UC Brothers book shop and stationery Bosso, Niger Nigeria	1	1	2
48		Favour Business center Wushishi Niger Nigeria	1	2	3
49	Plateau	Tsy Café Bauchi Ring Road, Jos	1	1	2

50		Vanlency Business center Jos North, Plateau, Nigeria	1	1	2
51		Natures Imaging Word Jos North, Plateau, Nigeria	1	1	2
52		Logic Internet Café and Business Center Jos North, Plateau, Nigeria	1	1	2
53		Cybercom Wireless Jos North, Plateau, Nigeria	1	1	2
54		Ukomadu and Sons Pansin, Plateau, Nigeria	1	3	4
55		Sky Business Enterprise Mangu central, Mangu Plateau, Nigeria	1	1	2
56		Lankus Business Enterprise Mangu Central, Mangu, Plateau, Nigeria	1	2	3
57		Vicz-Man Mini Café Panshin,	1	1	2
58		JJJ Business Center Panshin	1	2	3
59		Peace computers Gindiri – Sabon Barki Mangu	1	1	2
Total			60	84	144

State Ministry of Commerce and Industry of the six states in the Study Area

APPENDIX V

Analysis of Research Questions Based on the Opinions of Graduates (Entrepreneurs)

APPENDIX V- A

Influence of business education curriculum on human resources management skills of graduates of Colleges of education									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
1.	Curriculum of NCE business education provides me with interpersonal skills to relate with others and resolve conflicts in my organization	80	36	20	10	116	30	2.8	Accept
2.	Curriculum of NCE business education develops my skill of team work to effectively manage my staff.	60	54	16	11	114	27	2.7	Accept
3.	Leadership skills acquired through business education programme help me to efficiently manage my staff.	56	51	28	7	107	35	2.7	Accept
4.	Communication skills acquired through NCE business curriculum help me to effectively discuss, explain issues and resolve conflicts for the growth of my business.	48	60	24	8	108	32	2.7	
5.	NCE business curriculum develops myself regulating skills to control my feelings when dealing with staff and others for the success of my business.	40	45	40	7	85	47	2.0	Rejected
6.	NCE business curriculum provides graduates with skills to understand weakness and strength of others for effective personnel management	68	63	20	4	131	24	3	Accepted
7.	NCE business curriculum provides me with skills to be able to motivate others at work.	56	75	16	5	131	21	2.9	Accepted
8.	NCE business education curriculum provides me with empathy skills to be able to consider employees feelings when taking decision.	44	60	34	4	104	38	2.7	Accepted
9.	NCE business curriculum provides me with Social skills to be friendly with my staff and others.	40	54	32	8	94	40	2.6	Accepted
10.	NCE business curriculum equips me with skill of recruitment, selection, evaluation, promotion and remuneration of staff.	32	48	28	14	80	42	2.3	Rejected
	Total	524	546	258	78	1070	336	2.7	Accepted

APPENDIX V-B

Influence of business education curriculum on financial management skills of graduates of Colleges of education									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
11.	NCE business education curriculum provides me with practical skills to be able to source capital to start and manage my business successfully	20	24	50	14	44	74	2.3	Rejected
12.	NCE business education curriculum provides me with skills to be able to prepare simple financial inventory for business enterprises.	11	22	44	15	38	59	1.8	Rejected
13.	The skills I acquired in college of education have made me to be efficient in preparing simple budget for my business.	60	45	20	12	105	32	2.6	Accepted
14.	The Financial Skills acquired during NCE business education programme helps me to be able to determine employees' wages and benefits for the success of my business.	40	36	26	17	76	43	2.3	Rejected
15.	Curriculum of business education equips me with skills to avoid unplanned expenditure.	32	27	38	16	59	54	2.2	Rejected
16.	Curriculum of business education equips with skills to invest business finance wisely.	28	33	42	13	61	55	2.2	Rejected
17.	Curriculum of NCE business education provides me with financial skills to limit personal expenditure from that of the business venture,	48	39	20	17	87	37	2.4	Rejected
18.	Curriculum of NCE business education provides me with adequate knowledge of tax regime to avoid over taxation.	20	45	18	23	65	41	2	Rejected
19.	Curriculum of NCE business education provides me with knowledge of simple business laws to operate my business within the requirement of the law of the land.	32	57	26	12	89	38	2.4	Rejected
20.	Curriculum of NCE business education provides me with skills to recognize the true position of my business for effective financial decisions.	56	51	26	8	107	34	2.7	Accepted
21.	Curriculum of NCE business education provides me with accounting skills to keep necessary books of account for the organizational success.	60	54	32	2	114	34	2.8	Accepted
	Total					845	501	2.4	Rejected

APPENDIX V-C

Influence of NCE business education curriculum on innovative skills of graduates of Colleges of education.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
22.	NCE business education curriculum provides me with entrepreneurial skills to identify a need that can be satisfied with a service	40	30	28	23	70	51	2.3	Rejected
23.	NCE business education curriculum provides me with fundamental entrepreneurial skills of building a solid and viable business plan.	16	24	40	20	40	60	1.9	Rejected
24.	NCE business education curriculum provides me skills to identify a venture's strength and weaknesses and be able to set up clear timetables with contingencies for handling the problems.	24	33	38	20	57	58	2.2	Rejected
25.	NCE business education curriculum provides me with entrepreneurial skills to analyze trends in the economy and take appropriate business decision.	40	45	20	17	85	37	2.4	Rejected
26.	NCE business education curriculum provides me with entrepreneurial skills of critical and creative thinking to solve problems and be successful in business venture,	36	36	40	11	72	51	2.4	Rejected
27.	NCE business education curriculum provides me with entrepreneurial skills to make decisions based on relevant information.	32	27	38	16	59	54	2.2	Rejected
28.	NCE business education curriculum provides me with entrepreneurial skills to negotiate business deals effectively.	20	30	30	22	50	42	1.8	Rejected
29.	NCE business education curriculum provides me with skills to be committed to a good course	36	30	52	5	66	57	2.4	Rejected
30.	NCE business education curriculum provides me with entrepreneurial skills to organize and administer a successful business enterprise.	40	24	38	15	64	53	2.3	Rejected
31.	NCE business education curriculum provides me with entrepreneurial skills to initiate profitable business understanding.	28	39	28	18	67	46	2.2	Rejected
32.	NCE business education curriculum provides me with entrepreneurial skills to plan and prepare to minimize cost and maximize profit for success of my organization.	52	48	34	6	100	40	2.7	Accepted
	Total					730	549	2.3	Rejected

APPENDIX V-D

Influence of business education curriculum on customer management skills of graduates of colleges of education									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
33.	The curriculum of business education provides me with the appropriate telephone skills to relate with my customers effectively.	8	36	40	18	44	48	2.5	Accepted
34.	The curriculum of business education provides me with skills to relate with different types of customers effectively eg. I know it all customers, angry customers etc.	76	21	30	11	97	41	2.7	Accepted
35.	The curriculum of business education provides me with oral communication skills to relate effectively with my customers.	24	39	38	14	63	52	2.2	Rejected
36.	The curriculum of business education provides me with attitude to keep my business environment clean to create first good impression of my customers.	28	24	44	15	52	59	2.1	Rejected
37.	The curriculum of business education provides me with skills and attitude to recognize the inherent worth of all human beings making me to keep my customers loyalty.	24	39	24	21	63	55	2.3	Rejected
38.	The curriculum of business education provides me with attitude to practice empathy and eliminate derogatory words and phrases from my vocabulary, thereby, keeping good customer relationship.	56	36	24	14	92	38	2.5	Accepted
39.	The curriculum of business education provides me with skills to deal with many customers on daily basis.	52	33	30	13	85	43	2.5	Accepted
40.	The curriculum of business education provides me with skills to be always patient with customers and listens to their complaints and attend to them.	60	48	18	12	108	30	2.7	Accepted
41.	The curriculum of business education provides me with ability and skills to read customers and create personal experience for them.	68	42	10	16	110	26	2.6	Accepted
42.	The curriculum of business education provides me with skills to handle surprise when customers are not reacting how you thought they would.	8	60	16	22	68	38	2	Accepted
	Total					874	417	2.3	rejected

APPENDIX V-E

Influence of business education curriculum on marketing management skills of graduates of colleges of education.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
43.	The curriculum of business education provides me with the skill of conducting survey to identify the needs of my customers and meeting such needs.	36	36	26	18	72	44	2.2	Rejected
44.	The curriculum of business education provides me with skills to segment my market for making good sales.	28	39	40	12	67	52	2.3	Rejected
45.	The curriculum of business education provides me with appropriate advertisement skills.	24	57	34	10	81	44	2.4	Rejected
46.	The curriculum of business education provides me with pricing mathematics skills to calculate mark-up and mark-down.	20	48	50	6	68	56	2.4	Rejected
47.	The curriculum of business education provides me with personal selling skills.	44	36	26	16	80	42	2.3	Rejected
48.	The curriculum of business education provides me with data interpretation skills to analyze market trends.	40	51	10	20	91	30	2.3	Rejected
49.	The curriculum of business education provides me with right promotional skills.	24	33	18	26	57	44	1.9	Rejected
50.	The curriculum of business education provides me with right attitude to be on front line and want a lot of involvement with others.	28	39	10	27	67	37	2	Rejected
51.	The curriculum of business education provides me with right attitude of keeping my moods in check and handle disagreement with customers and concentrate on getting job done.	36	24	34	18	60	52	2.2	Rejected
52.	The curriculum of business education provides me with right skills to work under pressure and have high stress tolerance.	44	39	18	19	83	37	2.3	Rejected
	Total					726	438	2.2	Rejected

APPENDIX VI

Analysis of Research questions Based on the Opinions of Employees

APPENDIX VI-A

Employees' assessment of human resources management skills of colleges of education graduates entrepreneur.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
1.	My manager relates well with others and resolve conflicts in the organization	44	39	28	14	83	42	2.4	Rejected
2.	My manager has skills of team work to effectively manage staff.	52	42	36	7	94	43	2.6	Accepted
3.	My manager has leadership skills to efficiently manage staff.	60	45	42	1	105	43	2.9	Accepted
4.	My manager has effectively discuss, explain issues and resolve conflicts for the growth of the business.	68	54	14	10	122	24	2.8	Accepted
5.	My manager always controls his feelings when dealing with staff and others for the success of the business.	32	42	30	15	74	45	2.3	Rejected
6.	My manager always understands weakness and strength of others for effective personnel management	44	48	24	13	92	37	2.5	Accepted
7.	My manager has skills to be able to motivate others at work.	36	51	28	12	87	40	2.4	Rejected
8.	My manager has empathy skills to be able to consider employees feelings when taking decision.	28	63	16	16	91	32	2.4	Rejected
9.	My manager is friendly with his staff and others.	48	54	28	8	102	36	2.7	
10.	My manager has skills of recruitment, selection, evaluation, promotion and remuneration of staff.	44	36	34	12	80	46	2.4	Rejected
	Total	456	474	280	108	927	388	2.5	

APPENDIX VI-B

Employees' assessment of financial management skills of managers who are graduates of Colleges of education.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
11.	My manager has skills to source funds for the business.	40	36	38	11	76	49	2.4	Rejected
12.	My manager has skills to prepare simple financial inventory for business enterprises.	48	42	34	9	90	43	2.6	Accepted
13.	My manager is efficient in preparing simple budget of the business.	36	57	26	11	93	37	2.5	Accepted
14.	My manager has financial Skills to determine employees' wages and benefits for the success of the business.	4	15	56	20	19	76	1.8	Rejected
15.	My manager has skills and discipline to avoid unplanned expenditure.	16	33	42	16	49	58	2.1	Rejected
16.	My manager has skills to invest business finance wisely.	36	42	34	12	78	46	2.4	Rejected
17.	My manager has financial skills to limit personal expenditure from that of the business venture,	28	54	22	16	82	38	2.3	Rejected
18.	My manager has adequate knowledge of tax regime to avoid over taxation.	-	33	58	12	33	70	2.0	Rejected
19.	My manager has knowledge of simple business laws and operates his/her business within the requirement of the law of the land.	8	42	60	6	50	66	2.2	Rejected
20.	My manager has skills to recognize the true position of his business for effective financial decisions.	72	33	24	11	105	35	2.7	Accepted
21.	My manager has accounting skills to keep necessary books of account for the organizational success.	48	39	60	7	87	67	3.0	Accepted
	Total	336	426	454	13	762	585	2.4	Rejected

APPENDIX VI-C

Employees' assessment of innovative skills of managers who are graduates of Colleges of education.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
22.	My manager has skills to identify a need that can be satisfied with a service	32	45	42	8	77	50	2.4	Rejected
23.	My manager has fundamental entrepreneurial skills of building a solid and viable business plan.	28	51	38	9	79	47	2.4	Rejected
24.	My manager has skills to identify a venture's strength and weaknesses and be able to set up clear timetables with contingencies for handling the problems.	44	36	28	15	80	43	2.4	Rejected
25.	My manager has entrepreneurial skills to analyze trends in the economy and take appropriate business decision.	24	45	20	21	69	41	2.1	Rejected
26.	My manager has entrepreneurial skills of critical and creative thinking to solve problems and be successful in business venture,	16	57	26	16	73	42	2.2	Rejected
27.	My manager has entrepreneurial skills to make decisions based on relevant information.	44	42	28	13	86	41	2.4	Rejected
28.	My manager has entrepreneurial skills to negotiate business deals effectively.	48	54	32	6	102	38	2.7	Accepted
29.	My manager has skills to be committed to a good course	44	51	30	9	95	39	2.6	Accepted
30.	My manager has entrepreneurial skills to organize and administer a successful business enterprise.	60	37	24	16	97	40	2.4	Rejected
31.	My manager has entrepreneurial skills to initiate profitable business understanding.	52	30	26	16	82	42	2.4	Rejected
32.	My manager has entrepreneurial skills to plan, prepare and minimize cost and maximize profit for success of his organization.	44	42	30	12	86	42	2.5	Accepted
	Total	436	480	324	141	926	423	2.4	Rejected

APPENDIX VI-D

Employees' assessment of customer management skills of managers who are graduates of colleges of education.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
33	My manager has appropriate telephone skills to relate with his customers effectively.	32	45	28	15	77	41	2.3	Rejected
34.	My manager has skills to relate with different types of customers effectively eg. I know it all customers, angry customers etc.	36	36	26	18	72	44	2.2	Rejected
35.	My manager has good communication skills to relate effectively with his customers.	52	54	34	4	106	38	2.8	Accepted
36.	My manager has good attitude of keeping his business environment clean to create first good impression of his customers.	44	42	24	15	86	39	2.4	Rejected
37.	My manager has skills and attitude to recognize the inherent worth of all human beings making him keeping his customers' loyalty.	48	36	20	18	84	38	2.3	Rejected
38.	My manager has good attitude to practice empathy and eliminate derogatory words and phrases from his vocabulary, thereby, keeping good customer relationship.	28	45	22	19	73	41	2.2	Rejected
39.	My manager has the skills to deal with many customers on daily basis.	36	51	10	21	87	31	2.3	Rejected
40.	My manager is always patient with customers and listens to their complaints and attend to them.	44	36	22	18	80	40	2.3	Rejected
41.	My manager has the ability and skills to read customers and create personal experience for them.	32	48	26	16	80	42	2.3	Rejected
42.	My manager has the skills to handle surprise when customers are not reacting how you thought they would.	44	51	10	19	95	29	2.2	Rejected
	Total	396	444	222	163	840	383	2.3	Rejected

APPENDIX VI-E

Employees' assessment of marketing management skills of managers who are graduates of business education from colleges of education.									
S/N		S.A	A	D	SD	TA	TD	Mean	Decision
43.	My manager has skills of conducting survey to identify the needs of his customers and meeting such needs.	28	24	30	22	52	72	2.0	Rejected
44.	My manager has skills to segment his market for making good sales.	24	51	27	17	79	44	2.2	Rejected
45.	My manager has appropriate advertisement skills.	40	36	28	16	76	44	2.3	Rejected
46.	My manager has pricing mathematics skills to calculate mark-up and mark-down.	44	30	32	15	74	47	2.3	Rejected
47.	My manager has personal selling skills.	36	57	18	15	93	33	2.4	Rejected
48.	My manager has data interpretation skills to analyze market trends.	24	21	40	19	45	59	2.0	Rejected
49.	My manager has right promotional skills.	32	45	26	16	77	42	2.3	Rejected
50.	My manager has the attitude to be on front line and wants a lot of involvement with others.	48	36	26	15	84	41	2.4	Rejected
51.	My manager has attitude of keeping his moods in check and handle disagreement with customers and concentrate on getting job done.	44	42	22	16	86	38	2.4	Rejected
52.	My manager has skills to work under pressure and high stress tolerance.	40	48	24	14	88	38	2.4	Rejected
	Total	360	390	270	165	754	458	2.3	Rejected