

## Skills Required by Business Education Students in our Contemporary Society for Entrepreneurial Advancement

Egwe, Cordelia Oba, *PhD*

Department of Entrepreneurship Education  
School of Secondary Education (Business)  
Federal College of Education (Tech.) Omoku, Rivers State.

### **Abstract**

*The study examined the skills required by business education students in the contemporary society for entrepreneurial advancement in Rivers State. This research adopted descriptive research design. The study area is Federal College of Education (Technical) Omoku, Rivers State. The population of study comprised of 44 Business Education lecturers in FCET Omoku. Forty two (42) lecturers from Business Education in FCET Omoku were sampled for the study. The instrument used for the study is a structured questionnaire comprising of 21 items. The instrument was titled: Skills and Competencies required by Business Education Students in contemporary society for Entrepreneurial Advancement (SCBESEA). The instrument was face validated by three experts in the field of studies. In the study, 20 business education lecturers were used for the reliability test and 0.73 reliability coefficient was derived using Cronbach Alpha reliability test. Data was collected through questionnaire. After data collection, the respondents' responses were subjected to data analysis. Mean was used to answer the research questions. It was found that initiative skills, problem-solving skills, and multi-tasking skills are required by business education students in the contemporary society for entrepreneurial advancement. It was concluded that business education students need to learn new skills that will help them become self-reliant individuals. With new skills, business education students will be able create jobs for themselves and also contribute to national development. It is therefore recommended among others that business education curriculum should be reviewed and incorporate initiative skills, problem-solving skills, and multi-tasking skills into the business education curriculum.*

**Keywords:** Business education, Initiative skills, Problem-solving skills, Multi-tasking skills,

### **Introduction**

Business education has been the root of students' entrepreneurial learning and practices which helps them to advance in their entrepreneurial skills before graduation. Business education cannot be neglected especially in this contemporary society where school grandaunts can hardly survive either in workplace or in their business ventures without required skills and competences. As indicated by Okeke (2021), the speed of changes in the business climate is turning out to be so disturbing to such an extent that skill training ought to be granted on the students in our scholarly foundations to make them esteemed. This is on the grounds that obtaining authentications in this 21st century appears not to be the significant measures for

occupations and for business take off, yet what makes a difference is the capacity to deliver (Okeke, 2021). Business skills are crucial for the financial survival of both graduates and students. According to Mgbonyebi and Olaniyi (2019), teaching individuals on the requirement for settling on their own business choices, securing a few fundamental professional abilities and utilizing them with the information acquired in school is the bedrock of economic empowerment and advancement which is earnestly required. Temmerman (2019) attested that degree results and certificates are presently insufficient in today's competitiveness, speedy, innovation driven society, but to secure required abilities to get together with the wave is advisable. As indicated by Mba and Umahurhu (2016), skill is the capacity of an individual to make deliberate developments that are important to finish or dominate a specific undertaking. Business education empowers people to become specialists in dissecting and determining of future turns of events and changes.

Business education, in everyday term, is instructors' task to deliver graduates who can flourish in a drastically evolving world, and who can shape it in sure ways and teach another age of renaissance pioneer. As a rule, business education gives significant abilities, information and material experience for learners. Learning business likewise gives great job open doors and more significant compensation as the alumni have more choices and potential outcomes in the commercial center. Business based training is liked in venturesome and business headway. Okeke and Nzekwe (2019) avowed that business education is a skill drilling and securing course which is equipped for making its students or beneficiaries employable or self-employed on graduation to assist with working with economic exercises in the country. Business education as a course of study, have the capacity of molding students to graduate with such uncovering and charming abilities. Business education is a course of study which empowers students to gain further abilities which are normal and crucial to all private and occupational exercises. Okereke and Okoroafor (2011) affirm that business abilities have been recognized worldwide as the appropriate and remunerating devices for job creation, self-employment and financial survival of any country.

Powerful and effective abilities advancement frameworks which associate education to business abilities acquisition can assist a country with supporting useful development and improvement and when refined, can prompt formation of steady employments which thus upgrades individuals' way of life. Ademiluyi (2007) characterizes business abilities as abilities obtained by a person to have the option to work actually as a business person in the unsound business climate or as self-employment. Business education for the most part makes ready toward more broadened correspondences and associations. This correspondences and associations slowly shape an organization of graduates in which numerous people from entrepreneurs, planner, monetary directors, coaches and human resource managers to administrators can be easily accessed. There are so many business education skills but the study centers on initiative skills, problem-solving skills, and multi-tasking skills.

Initiative and enterprise are significant abilities to assist with growing new and better opportunities inside your work. Having the option to perceive a need to further develop something is a significant ability for making your work more useful. Being enterprising goes past ordinary exertion; it implies showing your energy to see your thoughts into the real world. Initiative is a proactive way of behaving in the group setting and has the accompanying two positive outcomes at the group level: work group commitment and productivity (Lisbona et al., 2021). Perceiving the requirement for another opportunity or approach to doing things can prompt a helpful change in work practice. With the initiative to observe better answers for normal propensities, you can further develop the manner in which you work and have a more successful result. Knowing how to take your thoughts and set them up as a regular occurrence shows that you are energetic for progress. Personal initiative is at present being conceptualized at the gathering level (Las-Hayas et al., 2017). By really making your thoughts, it shows how much worth you put into your thoughts and how well you work in another setting. Having initiative and a venturesome capacity is a genuinely necessary ability to make enhancements to how organizations work. Businesses genuinely should have somebody ready to adjust to new work circumstances by seeing ways of rolling out significant improvements. Personal initiative is a structure or mark of proactive way of behaving between the edge of dynamic execution, which stresses conduct, and the connection among character and climate (Tornau & Frese, 2012). Personal initiative is characterized as a work-arranged social condition and is described by being the accompanying: (a) self-beginning (i.e., tightening self-put forth objectives), (b) proactive (i.e., expecting issues and opportunities), (c) steady (i.e., conquering boundaries), (d) supportive of association (i.e., reliable with the objectives and mission of the organizations), and (e) ready to adjust the climate (Frese & Fay, 2001).

Norberth (2000) noted that problem-solving skill empowers representatives to foster refined perspectives. Problem-solving skill empowers the workers to be imaginative and inventive. It prods decisive reasoning outfitted towards tackling issues. In this case, workers will fall back on setting up new ways of behaving and contemplations to create arrangements on the best way to tackle or deal with the issue existing apart from everything else. Assuming employees come up short on fundamental skill, it will be troublesome or unimaginable for them to deal with their positions and issues either in their singular encounters or in workgroup encounters. Okafor (2005) noticed that most associations today are overwhelmed in employee conflict, emergencies, and disharmony. Management as well as employees need to arise and show elevated degree of skill in critical thinking to keep up with harmony and additionally reestablish authoritative congruity. Most importantly, the ownership of mental assessment and judgment places employees at high premium in releasing and tackling authoritative issues. Business education graduates along these lines, need to have for decisive reasoning. They ought to too have healthy degrees of smartness, insight, as well as inventive personalities or considerations. In this way, issues tackling capability requests that planned business education

graduates ought to be goal and more than normal insight combined with mental snappiness and sharpness (Okafor, 2005).

Multitasking is the capacity to deal with numerous obligations on the double by zeroing in on one errand while monitoring others. Multitasking in the working environment most frequently includes exchanging to and fro among undertakings and actually performing various assignments quickly each right in succession. For example, answering the phone in a busy reception area in between greeting patients or answering emails demonstrates multitasking skills. König et al. (2005) characterize multitasking as "the capacity to achieve different errand objectives in similar general time span by participating in regular switches between individual undertakings. As indicated by Kraushaar and Novak (2010), multitasking can upgrade the work proficiency and adequacy. Kapadia and Melwani (2020) noticed that multitasking increments innovativeness through initiation and mental adaptability acting couple. Suija-Markova et al (2003) concentrate on uncovered that multitasking in the group level prodded information move exertion and the obtaining of new schedules. Lazear and Gibbs (2014) guarantee that multitasking is advantageous in situations where the laborer has abilities which can be utilized to finish various related or interrelated undertakings, to work with hands on preparing and to decrease transaction costs.

### **Statement of Problem**

Business education students require so many business skills that will enable them create their own ventures or gainfully employed in organizations in order to reduce unemployment rate especially in Rivers State. However, graduates of business education in Rivers state continually perform below expectations both in workplace and business environment. This tragic experience made people questioned the impact of business education curriculum, business skills being taught and the teaching methods. Business education students in Rivers State are virtually unemployed and cannot create jobs for themselves because they lack required business skills that would have made them self-reliant individuals capable of contributing to national development. Ozohu-Suleiman (2006) noted that Nigerians are trapped by unemployment. According to him, unemployment is a hydra-headed monster which exists among them in all developing countries, Nigeria inclusive. If the issue of unemployment continues, Nigeria as a country will face dangers that emanates from unemployment such as militancy, cultism, economic downturn e.t.c. Notwithstanding, crossing our fingers will never solve unemployment problem in Nigeria, that is why the researcher deemed it necessary to find required skills needed by business education students in our contemporary society for entrepreneurial advancement which will invariably reduce unemployment rate in Nigeria.

### **Research Questions**

1. What are the initiative skills required by business education students in our contemporary society for entrepreneurial advancement?
2. What are the problem-solving skills required by business education students in our contemporary society for entrepreneurial advancement?
3. What are the multi-tasking skills required by business education students in our contemporary society for entrepreneurial advancement?

### Methodology

This research adopted descriptive research design. The study area is Federal College of Education (Technical) Omoku, Rivers State. The population of study comprised of 44 Business Education lecturers in FCET Omoku. Forty two (42) lecturers from Business Education in FCET Omoku were sampled for the study. The instrument used for the study was a structured questionnaire comprising of 21 items. The instrument was titled: Skills and Competencies required by Business Education Students in contemporary society for Entrepreneurial Advancement (SCBESEA). The instrument was face validated by three experts in the field of studies. In the study, 20 business education lecturers were used for the reliability test and 0.73 reliability coefficient was derived using Cronbach Alpha reliability test. Data was collected through questionnaire. After data collection, the respondents' responses were subjected to data analysis. Mean was used to answer the research questions. The decision rule was: accept  $\bar{X} =$  or  $> 2.5$ , reject  $\bar{X} < 2.5$

### Analysis and Results

**Research Question 1:** What are the initiative skills required by business education students in contemporary society for entrepreneurial advancement?

**Table 1:** Initiative skills required by business education students (n = 42)

| S/N | Items                                     | n  | $\bar{X}$ | SD   | Remarks |
|-----|---|----|-----------|------|---------|
| 1   | making own career plan                    | 42 | 3.26      | 0.70 | Agreed  |
| 2   | Anticipating any upcoming issues          | 42 | 2.76      | 0.98 | Agreed  |
| 3   | Exhibiting self-confidence                | 42 | 3.38      | 0.54 | Agreed  |
| 4   | Finding new opportunities to share ideas  | 42 | 3.50      | 0.55 | Agreed  |
| 5   | Generating solutions to cope with changes | 42 | 3.07      | 0.87 | Agreed  |
| 6   | Planning ways to enhance usual practice   | 42 | 3.52      | 0.67 | Agreed  |
| 7   | Putting ideas into practice               | 42 | 3.38      | 0.62 | Agreed  |

Source: Field Work, 2021, Grand mean = 3.27, Criterion Mean = 2.5

The Table 1 shows the 7 items used to answer research question one which showed the grand mean of 3.27. The grand mean for the 7 items is higher than the criterion mean of 2.5. This indicates that the 7 questionnaire items in Table 1 are the initiative skills required by business education students in contemporary society for entrepreneurial advancement.

**Research Question 2:** What are the problem-solving required by business education students in contemporary society for entrepreneurial advancement?

Table 2: Problem-solving skills required by business education students (n = 42)

| S/N | Items   | n  | $\bar{X}$   | SD   | Remarks |
|-----|---|----|-------------|------|---------|
| 1   | evaluating situations in order to define problems   | 42 | 3.31        | 0.87 | Agreed  |
| 2   | identifying opportunities for innovation            | 42 | 3.33        | 0.72 | Agreed  |
| 3   | analyzing business trends                           | 42 | 2.52        | 1.17 | Agreed  |
| 4   | persisting in solving challenging problems          | 42 | 3.19        | 0.89 | Agreed  |
| 5   | Evaluating tools for the problem of problem solving | 42 | 3.24        | 0.88 | Agreed  |
| 6   | persisting in adapting strategies as needed         | 42 | 3.45        | 0.83 | Agreed  |
| 7   | engaging in critical thinking                       | 42 | 2.98        | 1.00 | Agreed  |
|     | <b>grand mean</b>                                   |    | <b>3.15</b> |      |         |

Source: Field Work, 2021, Grand mean = 3.15, Criterion Mean = 2.5

The Table 2 shows the 7 items used to answer research question two which showed the grand mean of 3.15. The grand mean for the 7 items is higher than the criterion mean of 2.5. This indicates that the 7 questionnaire items in Table 2 are the problem-solving required by business education students in contemporary society for entrepreneurial advancement.

**Research Question 3:** What are the multi-tasking skills required by business education students in contemporary society for entrepreneurial advancement?

Table 3: Multi-tasking skills required by business education students (n = 42)

| S/N | Items   | n  | $\bar{X}$   | SD   | Remarks |
|-----|---|----|-------------|------|---------|
| 1   | Making list for effective multi-tasking                                     | 42 | 2.93        | 1.18 | Agreed  |
| 2   | Prioritizing tasks for effective multi-tasking                              | 42 | 3.57        | 0.55 | Agreed  |
| 3   | Reducing distractions to enhance multi-tasking                              | 42 | 3.26        | 0.70 | Agreed  |
| 4   | Monitoring work progress during the day to ensure everything is on schedule | 42 | 2.74        | 1.04 | Agreed  |
| 5   | delegating task if needed   | 42 | 3.17        | 1.06 | Agreed  |
| 6   | grouping similar task for effective multi-tasking                           | 42 | 2.62        | 0.91 | Agreed  |
| 7   | remaining focused on the target   | 42 | 3.31        | 0.90 | Agreed  |
|     | <b>grand mean</b>   |    | <b>3.09</b> |      |         |

Source: Field Work, 2021, Grand mean = 3.09, Criterion Mean = 2.5

The Table 3 shows the 7 items used to answer research question three which showed the grand mean of 3.09 The grand mean for the 7 items is higher than the criterion mean of 2.5.

This indicates that the 7 questionnaire items in Table 3 are the multi-tasking skills required by Business Education Students in contemporary society for entrepreneurial advancement.

### **Discussion of Findings**

It was found in the study that all the initiative skills used in the study were accepted by respondents as required skills by business education students in our contemporary society for entrepreneurial advancement. These skills will enable students to be productive in workplace or creating their own ventures in future. The finding supported the findings of Lisbona et al. (2021) who found that initiative is a proactive behavior in the team context and has the following two positive consequences: work team engagement and productivity.

In the study, it was revealed that all the problem-solving skills used in the study were accepted by respondents as required skills by business education students in our contemporary society for entrepreneurial advancement. Problem-solving skills are very efficient skills both for employees and entrepreneurs. Similarly, Okafor (2005) found that problems solving competence demands that prospective business education graduates should be objective and more than average intelligence coupled with mental quickness and acuity. Problem-solving competence enables employees to develop sophisticated ways of thinking. Problem-solving competence enables the employees to be creative and innovative (Norberth, 2000).

It was revealed in the study that all the multi-tasking skills used in the study were accepted by respondents as required skills by business education students in our contemporary society for entrepreneurial advancement. Multitasking skills are important because they create an efficient work environment. This finding is in agreement with Kraushaar and Novak (2010) who found that multitasking enhances the work efficiency and effectiveness. Kapadia and Melwani (2020) also found that multitasking increases creativity through activation and cognitive flexibility acting in tandem.

### **Conclusion**

Initiative skills, problem-solving skills, and multi-tasking skills have been found useful and required by business education students in our contemporary society for entrepreneurial advancement. Business education students need to learn new skills that will help them become self-reliant individuals. With new skills, business education students will be able create jobs for themselves and also contribute to national development.

### **Recommendations**

1. Business education lecturers should review their business education courses and incorporate initiative skills, problem-solving skills, and multi-tasking skills into the business education curriculum.
2. Business education lecturers should engage business education students with practical classes to enable them develop skills and competences required in business environment.

3. Business education students should seize every opportunity to learn new skills both within and outside school environment.

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