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Articles for publication in COOUJOVOCEDAR are subjected to peer reviews and editing. Considerations are given to quality, currency, originality, proper organization and presentation, accuracy and clarity of facts. COOUJOVOCEDAR is designed to promote and strengthen academic research works in universities, polytechnics, colleges of education and secondary schools.

It is the wish of the Editorial Board that the students, Lecturers/Teachers at different levels of Education, all and sundry at various fields of life will find the journal highly educative, informative and useful. Enjoy your reading of our third volume of COOUJOVOCEDAR as we continue to publish and improve the quality of our publication annually.

**Dr. Anthonia C. Okoye**  
Editor-in-Chief.

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**STUDENTS' PERCEPTION AND SATISFACTION ON ENTREPRENEURIAL  
SKILLS IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF  
EDUCATION IN LAGOS STATE**

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***Abstract***

*The study investigates students' perception and satisfaction on entrepreneurial skills in Business Education programme in Colleges of Education in Lagos State. In an attempt to achieve the purpose of this study, three research questions were raised for the study. Descriptive survey design was adopted for the study with the population which comprised six hundred and thirty six (636) 300 level Business Education students from the three Colleges of Education in Lagos State. 287 Business Education graduating students were randomly selected from the three Colleges of Education in Lagos State. In Federal College of Education (Technical), Akoka, 137 Business Education students were sampled, in Adeniran Ogunsanya College of Education, Ijanikin, 92 Business Education students were sampled while in Michael Otedola College of Primary Education, 58 Business Education students were sampled giving a total of 287 respondents. The data were analyzed using mean for research questions so as to achieve the objectives of the study. The findings revealed that, students have good perception of entrepreneurial skills in Business Education ranging from accounting skills, human relation skills, web design skills, desktop publishing skills, Microsoft word skills, photocopying, excel/ spreadsheet skills, typesetting skills and communication skills which are needed to become successful entrepreneurs. However, the findings revealed that, there is need for Business Education Departments to work on acquisition of power point skills, desktop publishing and web design skills because students have low satisfaction in these skills when compared with other skills. The study recommends that, well equipped Business Education laboratories should be provided in all the Colleges of Education in Lagos State for effective teaching and learning of practical skills leading to entrepreneurial empowerment in Business Education students.*

**Keywords:** Perception, Satisfaction, Entrepreneurial skills, Empowerment

## **Introduction**

The rapid technological changes in the 21<sup>st</sup> century possess challenges to education and employment sectors. The new labor market demands have caused many graduates with various certificates to be unemployed. The massive rate of unemployment and the changing face of the economic, social, political, labor market worldwide have led to new education reform policies with emphasis on Vocational Technical Education (VTE) in which Business Education is an integral part. It geared towards helping the youth and adult to be self-reliant. VTE can be a tool to counteract at least in part the harmful effect of unemployment by promoting greater job turnover and guarding against the risk of obsolescence.

Business Education is an essential element of general education. It is concerned with the impartation of business orientation and knowledge for personal and national development. It involves teaching students the fundamentals, concept, theories and processes of business. Okoli (2010) opines that Business Education is an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business-related occupations. Falobi (2018) opines that Business Education is education for self-reliant and economic development. Similarly, Nwanewezi (2010) describes Business Education as encompassing education for office occupations, business teaching, business administration and economic understanding. In all, Ishola (2015) notes that one remarkable important characteristics of Business Education programme is that, its products can function independently as self-employed and employers of labour. To this end, the tenet of Business Education embraces basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practices.

Business Education as an integral part of Vocational Technical Education assists individual business education student to acquire skills, which can be applied to solve problems in Business occupations such as secretaryship, accountancy, administration, management, marketing and word processing. Business Education is a vocational programme that makes individual to get employed or be self-employed. Generally, it can be seen as education for business and about business. Entrepreneurial skills are trait of personal characteristics; interpersonal skills, critical, creative thinking skills and practical skills needed for a successful business. Business Education as part of vocational and technical education is to develop entrepreneurial skills.

Entrepreneurship as one of the tenet of Business Education, it's a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby create wealth (Agomuo, 2002). It is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is thus, the process of learning the skills needed to assume the risk of establishing a business. Akpotowoh and Amahi (2006) opine that the skills acquired in any of the area of business related programme promotes training in entrepreneurship as well as equip graduates with requisite skills to establish and run small



businesses of their own. Falobi and Ishola (2018) opine that implementation of entrepreneurial skills in Business Education programme entails adequate resources.

According to Ademiluyi (2007) entrepreneurship skills are simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as an entrepreneur or self-employed. Akinola (2001) pointed out that it takes special skills to succeed as an entrepreneur. Erhurum (2007) also notes that most entrepreneurial skills come by learning and practicing. Nevertheless, the various skills embedded in business related programmes need to be explored and learnt by prospective graduates for them to succeed as later entrepreneurs. However, graduates of business related programme without the relevant entrepreneurial skills will find the labour market most unrewarding and unfavourable in terms of creating job for them instead of seeking jobs where none exist.

### **Statement of the Problem**

Entrepreneurship deals with the process of recognizing a business opportunity, operating and maintaining that business. Though business education students engage in acquiring much skills and competences that will enable them to effectively operate in business after graduation, but, the researcher observed that, most of the graduates often find it difficult to establish business ventures and become employers of labour and even those that tried to establish ventures, they could not sustain firmly. As a result of this, failure followed instead of success. Their failure is not because they do not have the necessary resources to stay afloat, but because most of them often feel dissatisfied with the entrepreneurial skills in business education programme and this can be traced to the level of perception on the entrepreneurial skills provided in the course of study in colleges of education. In an attempt to assess the perception and satisfaction of students on entrepreneurial skills in business education programme so as to provide necessary solutions to these issues, the researcher found this study very necessary.

### **Purpose of Study**

The main purpose of this study was to investigate the students' perception and satisfaction on entrepreneurial skills in Business Education programme in Colleges of Education in Lagos State. Basically the study sought to:

1. determine students' perception on entrepreneurial skills needed to be a successful entrepreneur in business education
2. find out the students' perception on the relevance of Business Education programme in providing adequate entrepreneurial skills?
3. examine students' level of satisfaction with the entrepreneurial skills acquired in Business Education.

### **Research Questions**

The following research questions guided the study:

1. What is the nature of students' perception of entrepreneurial skills needed to be a successful entrepreneur in Business Education?
2. What is the level of students' perception on the relevance of Business Education programme in providing adequate entrepreneurial skills?
3. What is the students' level of satisfaction with the skills acquired in Business Education?

### **Scope of the Study**

The scope of the study covered the public Colleges of Education in Lagos State. Namely; Adeniran Ogunsanya College of Education, Ijanikin, Badagry Lagos, Michael Otedola College of Primary Education. (MOCOPED) Epe, Lagos and Federal College of Education (Technical), Akoka Lagos. Only the aspect of students' perception, level of relevance and satisfaction on entrepreneurial skills in Business Education programme were covered in this study.

### **Methodology**

Descriptive survey design was adopted for the study with the population which comprised six hundred and thirty six (636) 300 level Business Education students from the three Colleges of Education in Lagos State. Namely: Federal College of Education Akoka-304; Adeniran Ogunsanya, Ijanikin-204; and Michael Otedola College of Primary Education- 128. 287 Business Education students at the verge of graduating were randomly selected at the rate 45% from the three Colleges of Education in Lagos State. In the Federal College of Education (Technical), Akoka, one hundred and thirty seven (137) Business Education students were sampled, in Adeniran Ogunsanya College of Education, Ijanikin, ninety-two (92) Business Education students were sampled while in Michael Otedola College of Primary Education, fifty eight (58) Business Education students were sampled giving a total of 287 respondents. A structured questionnaire titled Students Satisfaction and Perceived Relevance of the Business Education Programme to Entrepreneurial Skills Questionnaire (SSPRBEPESQ) was developed and used to elicit information from the respondents. The biographical information of the respondents was analyzed using simple percentage. However, the data were analyzed using mean and standard deviation for research questions so as to achieve the objectives of the study. Mean rating of 2.50 and above is taking to be agree while below 2.50 is disagree.

### **Results: Gender**

**Table 1:** Distribution according to Gender

Gender	Frequency	Percentage (%)
Male	112	39.00
Female	175	61.00
Total	287	100.00

Table one (1) above shows that 39.0% (112) were male while 61.0%(175) were female. This revealed that most of the respondents were female students.

### **Institutions**

**Table 2:** Distribution according to Institutions

<b>Institutions</b>	<b>Frequency</b>	<b>Percentage</b>
Federal College of Education (Technical) Akoka	137	47.74
Michael Otedola College of Primary Education, Epe	58	20.20
Adeniran Ogunsanya College of Education, Ijanikin	92	32.06
<b>Total</b>	<b>287</b>	<b>100.00</b>

Table two (2) above shows that 47.74% (137) were from FCE (Technical) Akoka, Yaba, Lagos, 20.20% (58) from Michael Otedola College of Primary Education, while 32.06% (92) from Adeniran Ogunsanya College of Education, Ijanikin, Lagos.

### **Research Question 1**

What is the nature of students' perception of entrepreneurial skills needed to be a successful entrepreneur in Business Education?

**Table 3:** Responses on Level of Perception of Students on Entrepreneurial Skills needed to be a successful Entrepreneur

**N=287**

<b>S/N</b>	<b>Item Statement</b>	<b>EFX</b>	<b>X</b>	<b>Decision</b>
1	Accounting skills	941.36	3.28	Agree
2	Human relation skills	932.75	3.25	Agree
3	Web design skills	843.78	2.94	Agree
4	Desktop publishing skills	849.52	2.96	Agree
5	Microsoft word skills	918.40	3.20	Agree
6	Photocopying	832.30	2.90	Agree
7	Excel/spreadsheet skills	835.17	2.91	Agree
8	Type setting skills	892.57	3.11	Agree
9	Communication skills	918.00	3.24	Agree

Table three (3) shows that items 1 – 9 were accepted based on the decision that their mean ratings were greater than the cut-off point  $\bar{X} = 2.50$ . This revealed that all the respondents unanimously agreed that the identified entrepreneurial skills are needed by the students to be successful entrepreneurs.

### Research Question 2

What is level of students' perception on the relevance of Business Education programme in providing adequate entrepreneurial skills?

**Table 4:** Students' Perception on the Relevance of Business Education Programme in providing adequate Entrepreneurial Skills.

N=287

S/N	Item Statement	EFX	$\bar{X}$	Decision
10	Business Education programme is poorly equipped with the relevant entrepreneurial skills	774.90	2.70	Agree
11	The teaching methods used in teaching Business Education are not enhancing the acquisition of entrepreneurial skills.	740.46	2.58	Agree
12	The equipment and infrastructure necessary for qualitative teaching and learning of business skills are inadequate	815.08	2.84	Agree
13	The number of lecturers teaching Business Education courses are too scanty compared to the number of students enrolled.	800.73	2.79	Agree
14	Achieving entrepreneurial skills necessary for self-employment through Business Education as it is being practiced is not realistic	803.60	2.80	Agree

Table four (4) above shows that all the items 10-14 were accepted based on the decision that their mean ratings were greater than the cut-off point  $\bar{X} = 2.50$ . This revealed that all the respondents agreed that Business Education programme is poorly equipped with the relevant entrepreneurial skills, the teaching methods used in teaching Business Education are not enhancing the acquisition of entrepreneurial skills, the equipment and

infrastructure necessary for quantitative teaching and learning of business skills is inadequate; the number of lecturers teaching Business Education courses are too small compared with those to become employers of labour which can help reduce unemployment, poverty and boost the economic situation at large.

### **Research Question 3**

What is the students' level of satisfaction with the skills acquired in Business Education?

**Table 5:** Responses on students' level of satisfaction with the skills acquired in Business Education

N=287

S/N	Statement	EFX	$\bar{X}$	Decision
15	Communication skills	1196.79	4.17	Agree
16	Keyboarding skills	1116.43	3.89	Agree
17	Microsoft word skills	1102	3.84	Agree
18	Marketing skills	1084.86	3.78	Agree
19	Power point skills	975.80	3.40	Agree
20	Business plan writing skills	1036.07	3.61	Agree
21	Desktop publishing skills	995.87	3.47	Agree
22	Accounting skills	1099.21	3.83	Agree
23	Web design skills	27863.36	3.04	Agree

Table five (5) above shows that all the items 15-23 were accepted based on the decision that their mean ratings were greater than the cut-off point  $\bar{X} = 3.00$ . This revealed that all the respondents accepted that they were satisfied with the communication skills, keyboarding skills, Microsoft skills, marketing skills, power point skills, business plan writing skills, desktop publishing skills, accounting skills and web design skills acquired in Business Education in spite of poor facilities available.

### **Discussion of Findings**

The finding in research question one revealed the level of perception of the students on the needed skills for becoming a successful entrepreneur. The researcher found out that accounting skills, human relation skills, web design skills, desktop publishing skills, Microsoft word skills, photocopying, excel/ spreadsheet skills, type setting skills and communication skills are needed to become successful entrepreneurs. Olagunju (2004) asserted that these skills will enable the individual to exploit an idea and create an enterprise.

The findings in research question two, revealed that Business Education programme is poorly equipped with the relevant entrepreneurial skills. That teaching methods used in teaching Business Education are not capable of enhancing the acquisition of entrepreneurial skills because the equipment and infrastructural facilities necessary for effective teaching and learning of business skills are inadequate. More so the number of lecturers teaching Business Education course are too scanty compared to the number of students enrolled to study the programme thereby making it unrealistic for achieving entrepreneurial skills necessary for self-employment through Business Education. This goes contrary to Akpotowoh and Amahi (2006) assertion that skills acquired in any of the areas of business related programme promote training in entrepreneurship as well as equipping graduates with requisite skills to establish and run small enterprises on their own.

Lastly, the findings revealed in research question three shows the level of satisfaction of students with the acquisition of the entrepreneurial skills provided through Business Education. All of the respondents were highly satisfied with the communication skills, keyboarding skills, Microsoft word skills, marketing skills, power point skills, Business plan writing skills, desktop publishing skills, accounting skills and web design skills acquired through Business Education. Though the students show enthusiasm of being satisfied with the skills they acquired, Erhurum (2007) disapproved students pretense saying that there is need for adequate provision of facilities for proper realistic and sustainable entrepreneurship skills development.

### **Conclusion**

The need to look into all the resources input in Business Education is of paramount importance. College Management should take time out to inspect equipment, and facilities provided for Business Education programme so as to provide for unavailable ones, give regular maintenance when the need arises and repair for the spoiled ones. Acquisition of ICT resources for effective learning of entrepreneurial skills should be given much priority since everything in our society is ICT oriented. By these, students will have proper perception of what is expected of them in business education and as well derive more satisfaction in the course and establish ventures on their own and be self-reliant in the business world.

### **Recommendations**

- Well-equipped Business Education Laboratories should be provided in all the Colleges of Education in Lagos State for effective teaching and learning of practical skills leading to entrepreneur empowerment.
- Government should make painstaking efforts to equip vocational and technical education, in general, and Business Education, in particular, with modern tools, facilities, equipment and machines in Business Laboratories of Colleges of Education in Lagos State.



- Workshops and Seminars should be organized for capacity building of lecturers and business educators in the colleges of education in Nigeria for them to practically impart entrepreneurial skills and knowledge in the students for self-employment after graduation.

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