

**EFFECT OF ENTREPRENEURIAL SKILLS AND ECONOMIC STABILITY ON  
BUSINESS EDUCATION GRADUATES IN FEDERAL COLLEGE OF EDUCATION  
ZARIA**

**By**

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## **Abstract**

*This paper investigates the effect of entrepreneurial skills and economic stability on business education graduates in federal college of education Zaria. The paper seeks to know the problem behind graduates of business education students why they cannot employ themselves. Two objectives and two hypotheses was adopted in this like, firstly evaluate the relationship between entrepreneurial skill and business education graduates after school in Zaria metropolis. Secondly: find out the relationship between business education graduates and way forward on entrepreneurial skills and economic stability in Zaria metropolis. The research hypotheses were firstly: There is no significant relationship between entrepreneurial skills and business education graduates after school in Zaria metropolis. Secondly: There is no significant relationship between business education graduates and way forward on entrepreneurial skills and economics stability in Zaria metropolis. The population of the study is three hundred (300), which consist of B.ed students in Business Education Department. The researcher adopted B.ed students because they have graduated from NCE level in business education before gaining admission into B.ed at federal college of education, Zaria. The sample size is thirty (30), this in line with Mamman (2011) who states that when the population is up to ten thousand (10,000), then researcher should use 5% of the population and one thousand (1,000) for 10% respectively. Descriptive survey was used for data collection and PPMC correlate was used to analysis the relationship between business education graduates and entrepreneurial skills learnt in school. The finding of the result shows that business education graduates does not practice entrepreneurial skills after schools in Zaria metropolis. Based on this the researcher recommends that Students industrial work experience scheme (S.I.W.E.S) should ensure that Business Education students practice entrepreneurial skills during SIWES scheme in Zaria metropolis.*

**Key words:** Entrepreneurial Skill, Business Education Graduates, Economic Stability

## **Introduction**

The understanding of entrepreneurial skills is to put the knowledge in practice in order to have economic stability in our society. Business Education teaches students skills that enable them to be self-employed and also management of economic stability. Today, entrepreneurial skills make indispensable contributions to the market economics, it also plays crucial roles in innovation. Entrepreneurial skills are essential mechanism that enables business education students the pursuit of economic success before and after graduation. Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. (Kuratko, 2003)

Teaching and learning of business education expose the students (Graduates) to dynamic opportunities, vision and compatible with new changes in the technology, agricultural innovation and environment at large. Graduates of business education are consolidated and builds upon really live, function as a productive individuals of the society, earning a living, and contributing to societal progress. Business education graduates continuously builds on the knowledge, skills, values and attitude learnt at the classroom. However, the greatest weapon against poverty is practicing those entrepreneurial skills learnt in the classroom. That is why Kaegon (2009), recommends that any form of education that does not equip its beneficiaries with skills to be self-reliant is a faulty system of education, also believes that business education graduates must be ready to offer their recipients functional education that will enhance performance as well as assist them to contribute meaning to the economic development of the country.

This paper also highlighted some problems associated with business education graduates why they do not practice entrepreneurial skills learnt in the classroom after graduation in federal college of education, Zaria whether there is a problem with the curriculum or the students

lacking cash and skills to practice business ownership in the society after graduation. Based on the aforementioned this paper seeks to investigate the effect of entrepreneurial skills and economic stability on business education graduates in federal college of education Zaria.

### **Objective of the Study**

The major objective of this paper is the effect of entrepreneurial skills and economic stability on business education graduates in federal college of education Zaria, while the specific objectives are:

1. Evaluate the relationship between entrepreneurial skill and business education graduates after school in Zaria metropolis.
2. Find out the relationship between business education graduates and way forward on entrepreneurial skills and economic stability in Zaria metropolis.

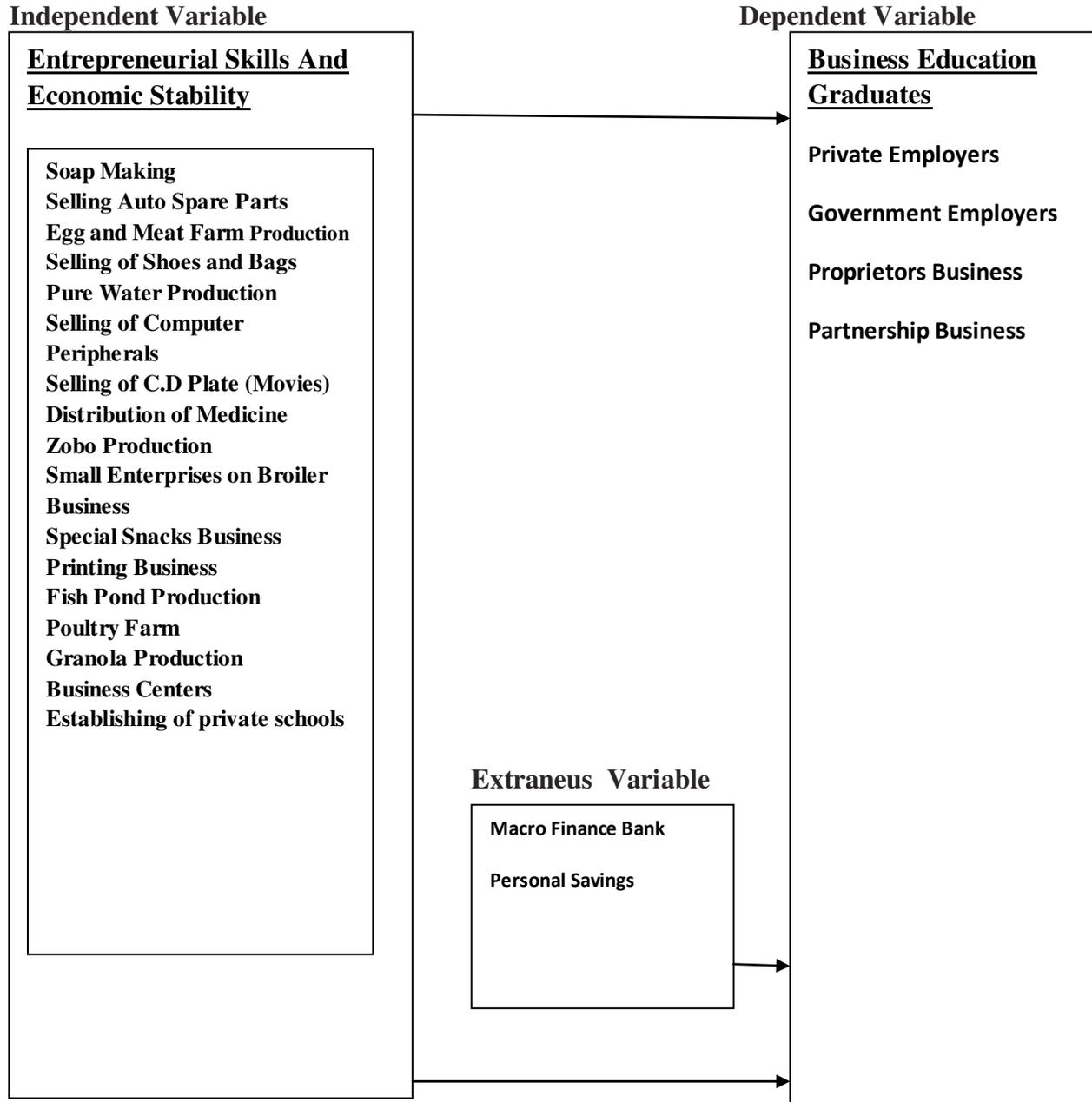
### **Research Hypotheses**

H<sub>1</sub> There is no significant relationship between entrepreneurial skills and business education graduates after school in Zaria metropolis.

H<sub>2</sub> There is no significant relationship between business education graduates and way forward on entrepreneurial skills and economics stability in Zaria metropolis.

**Review of Related Literatures**

**Conceptual Framework on Entrepreneurial Skills And Economic Stability On Business Education Graduates**



source: Adopted by the researcher 2017

The diagram show linkage between independent variables and dependent variable and how they are related. The independent variables such as Entrepreneurial Skills And Economic Stability are linked to business education graduates. The entrepreneurial skills and economic Stability are paper presented on BEA 320 given to students on their own to prepare and present which shows that the students can do it having prepared business plan and feasibility report on such topic convince lectures that the students have learnt a skill in the classroom. Thus, the dependent variable which is business education graduates can put such skills in practice, all the aforementioned independent variables can be utilized by graduates from Federal College of Education, Zaria for sustainable development and economic Stability after school. However, extraneous variable are from either personal savings or macro finance banks.

### **Concept Entrepreneurial Skills**

According to Lee, Chang and Lim (2005) reviewed some theoretical framework such as there is no universal definition of entrepreneurship and scholars' view of the topic has changed considerably since Schumpeter (1934) defined it for the first time. Drucker (1985) called entrepreneurship an "innovative act, which includes endowing existing resources for new wealth-producing capacity." Gartner (1985) described it as the "creation of a new organization." It is important to note, however, that entrepreneurship, a primary source of innovation, may involve the development of new visions and business methods for established companies as well as the creation of new organizations (Carnier, 1996). Therefore, entrepreneurship can be applied to all kinds of organizations including non-profit institutions. Although many studies assert that entrepreneurs are different from non-entrepreneurs, there is no unified definition description of entrepreneurs. Instead, scholars have developed various definitions of entrepreneurs (Brockhaus, 1980a, 1980b). Gartner (1985) attempted to find differences in personality and background

between entrepreneurs and non-entrepreneurs—namely, that entrepreneurs are cultivated by cultural, economic, social, political, and educational backgrounds that are fundamentally different from those of non-entrepreneurs and that each entrepreneur has his/her unique motivation, goals, and talents for venture creation according to his/her unique background.

Thus, the gap between the theoretical framework and present papers is that entrepreneurial skills is considered as the following skills Soap Making, Auto Spare Parts, Egg and Meat Farm Production, Selling of Shoes and Bags, Pure Water Production, Selling of Computer Peripherals, Selling of C.D Plate (Movies) Distribution of Medicine, Zobo Production, Small Enterprises on Broiler Business, Special Snacks Business, Printing Business, Fish Pond Production, Poultry Farm, Granola Production, Business Centers and establishing of private schools.

### **Concept of Business Education Graduates**

Business education graduates is expected to be expose to diversity curricula, hence, it is that type of education that inculcate in its recipients attitudes, knowledge, skills, values that is required in the business world. This is a means of producing a healthy, literate self-reliant citizen that would create wealth for human development, when they become self-employed, thereby resulting to sustainable nation's development at large. Business education must have impacted accounting skills and creative knowledge required for employment generation opportunities, such entrepreneurial skills and accounting competences that would also make the business graduates to adopt some strategic survival instincts.

Business education means many things to many people. Agwumezie (1999) sees business education as a programme in education that prepares students for entry into and advancement of jobs within the business. Aliyu (1999) have it as a programme one needs to be proud of if

properly designed, adequately prepared and religiously harmonized. Aliyu further affirms that business education is an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. It is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies and accounting.

Igboke (2000), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

However, business education will produce responsible, productive and self-reliant citizens. This highlights the importance of Business Education in inculcating in the recipients knowledge, values, attitudes and skills needed in the business world.

### **3.1 Research Design**

Descriptive survey research design was used for the study. The most common descriptive research method is the survey (Thomas and Nelson, 2001). The method involves systematic collection of data from the entire population or sample through the use of checklist.

### **3.2 Population of the Study**

The population of this paper is three hundred (300) which consist of B.ed students of Business Education Department, Federal College of Education, Zaria. The researcher adopted B.ed students because they have graduated from NCE level in business education before gaining admission into B.ed at federal college of education, Zaria.

### 3.3 Sample Size and Sampling Procedure

The sample size of this paper is thirty (30), this is in line with Mamman (2011) who states that when the population is up to ten thousand (10,000), then researcher should use 5% of the population and when the population is up to one thousand (1,000), the researcher should use 10% respectively.

### 4.0 Presentation of Data

**Table 4.1: There is no significant relationship between entrepreneurial skills and business education graduates after school in Zaria metropolis**

Variable	X	Std.	t-cal	t-crit.	Sig.
<b>Entrepreneurial skills</b>	<b>1.2</b>	<b>6.6</b>	<b>1.6</b>	<b>1.8</b>	<b>.000</b>
<b>Business Education Graduate</b>	<b>2.3</b>	<b>1.14</b>			

Table 4.1 used to show the relationship between entrepreneurial skills and business education graduates regarding provision of private employer's, government Employers, proprietors, partnership revealed that, t-calculated (1.6) was greater than t-critical (1.8) at 5% level of significance. However, it means that business education graduates do not practice entrepreneurial skills whether they are working with private or government owners. This implies that, the relationship between entrepreneurial skills and business education graduates was not statistically significant. The null hypothesis which stated that, there is no significant relationship between entrepreneurial skills and business education graduates after school in Zaria metropolis was rejected.

**Table 4.2: There is no significant relationship between business education graduates and way forward on entrepreneurial skills and economics stability in Zaria metropolis**

Variable	X	Std.	t-cal	t-crit.	Sig.
<b>Entrepreneurial skills</b>	<b>1.3</b>	<b>.711</b>	<b>2.8</b>	<b>1.6</b>	<b>.000</b>
<b>Business Education Graduate</b>	<b>2.4</b>	<b>1.15</b>			

Table 4.2 used to show the relationship between business education graduates and way forward on entrepreneurial skills and economics stability in Zaria metropolis regarding provision of Soap Making, Selling Auto Spare Parts, Egg and Meat Farm Production, Selling of Shoes and Bags, Pure Water Production, Selling of Computer Peripherals, Selling of C.D Plate (Movies), Distribution of Medicine, Zobo Production, Small Enterprises on Broiler Business, Special Snacks Business, Printing Business, Fish Pond Production, Poultry Farm, Granola Production Business Centers, Establishing of private schools revealed that, t-calculated (2.8) was greater than t-critical (1.6) at 5% level of significance. However, it means that the way forward for economics stability in Zaria metropolis is students of business education should practice the aforementioned. This implies that, the relationship between business education graduates and way forward on entrepreneurial skills and economics stability in Zaria metropolis was statistically significant. The null hypothesis which stated that, there is no significant relationship between business education graduates and way forward on entrepreneurial skills and economics stability in Zaria metropolis was accepted.

**Discussion of Major Findings**

The result of this study revealed that, business education graduates does not practice entrepreneurial skills whether they are working with private employers, or government they are not self employed. The finding of this study further revealed a significant relationship with regards to entrepreneurial skills and business education graduates. This was revealed by the

calculated t-value of (1.6) less than the critical t-value of (1.8) which implies that, statistically significant of ( $p=0.005$ ). This finding was in line with Igboke (2000), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

### **Conclusion**

The entrepreneurial skills and economic Stability that students learnt from BEA 320 given to them by lecturer to prepare and present which shows that the students can do it having prepared business plan and feasibility report on such topic convince lectures that the students have learnt a skill in the classroom.

### **Recommendations**

The following recommendations were made:

1. Graduates of business education should practice entrepreneurial skills and economics stability in Zaria metropolis regarding provision of Soap Making, Selling Auto Spare Parts, Egg and Meat Farm Production, Selling of Shoes and Bags, Pure Water Production, Selling of Computer Peripherals, Selling of C.D Plate (Movies), Distribution of Medicine, Zobo Production, Small Enterprises on Broiler Business, Special Snacks Business, Printing Business, Fish Pond Production, Poultry Farm, Granola Production Business Centers, Establishing of private schools

2. Entrepreneurship education in the federal college of education should be adequately funded. This can be achieved through increase in the budgetary allocation to the college by the government. With adequate funding, F.C.E will be able to establish entrepreneurial development centers for practical work and the provision of training/instructional material for the programme.
3. There should be provision for periodic retraining of the lecturers to update their knowledge in the various areas of entrepreneurship and in the use of information and communication technology. This will expose them to modern trends in entrepreneurship across the globe and enhance effective teaching.
4. Lecturers should re-dedicate themselves by attending more workshops, seminars to acquaint themselves with these skills so that they can in turn, impart same in the business education students.
5. Entrepreneurship education should become a main-stream activity in education to enable transformations to take place very fast in the Nigeria.
6. Students industrial work experience scheme (S.I.W.E.S) should ensure that Business Education students practice entrepreneurial skills during SIWES scheme in Zaria metropolis.

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