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BUSINESS MANAGERIAL SKILLS NEEDED BY BUSINESS EDUCATION STUDENTS IN FEDERAL UNIVERSITIES IN SOUTH EAST NIGERIA FOR SELF-EMPLOYMENT

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ABSTRACT

The main objective of the study was to determine business managerial skills by business education students in federal universities in South East Nigeria for self-employment. The study was guided by four research questions and four null hypotheses. This research adopted the descriptive survey research design. The research was conducted in the South East Nigeria. The population comprised all the business education students from all the federal universities in the South East geopolitical zone numbering 2, 286 students. The sample for the study was 2, 286 business education students from the federal universities in the five South East geopolitical zone in Nigeria. Multistage sampling technique was used to 1, 143 students which is 50% of the entire population. The instrument for data collected is self-designed questionnaire titled "Business Skills Needed by Business Education Students Educational Instrument" (BSNBESEI). The instrument was duly validated. The instrument was pilot tested on 60 business education students made up of 20 males and 40 females from South West geopolitical zone, Nigeria. The reliability index was established using the Cronbach Alpha Statistics to estimate its internal consistency at 0.75 alpha levels. The reliability co-efficients of the instrument were .78; .81; .76; and .81 which are considered high enough for the study. Copies of the questionnaire were administered by five (5) research assistants who were trained on the mode of collection by the researchers. The retrieved data were presented in tabular form and mean and standard deviation was used for the analyses. The t-test was used to test the null hypotheses at 0.05 level of significant. The major finding of this study is summarized as under stated: Business education students in federal universities in South East Nigeria need interpersonal skills for self-employment; Business education students in federal universities in South East Nigeria need financial management skills for self-employment; Business education students in federal universities in South East Nigeria need human resource management skills for self-employment; and Business education students in federal universities in South East, Nigeria need time management skills for self-employment. Based on the findings of the study, the following recommendations were made: Field trips and excursions should be organized for the business education skills in federal universities in South East, Nigeria for self-employment. This helps them to practice interpersonal skills while in school; Small scale business should be used as workshop

in the federal universities in South East, Nigeria for self-employment. This helps them develop financial management skills while schooling; Business education students should be encouraged to start their own little business as a project so as to get use to human resource management skills needed for self-employment; and Business education students should be directed to give account of their stewardship overtime so as to assess their time management skills needed for self-employment.

Keywords: Business Management; Skills; Business Educators; Universities; and Self-Employment.

Introduction

Nigerian streets are littered with graduates wondering about in search of non-existent job. This has equally escalated the crime rate in the country that the citizens no longer sleep with their two eyes close due to fear of the unknown. As a result of joblessness in the nation, there are cases of armed robbery, kidnapping, incessant killing for rituals, terrorism, bandit and a host of inglorious acts. When the youths are gainfully employed, the rate of criminality is bound to reduce drastically. It is premised on this that business education became a course offering in the universities so as to provide basic skills that could assist the learners become self-reliant, self-employed, and independent and job creators.

The scope of the study covers the business managerial skills needed by business education students in the federal universities in South East, Nigeria for self-employment. Basically, the study unravels the interpersonal skills, financial management skills, human resource management skills and time management skills for self-employment. In view of the above, this study covers the following business managerial skills: the interpersonal skills needed by business education students for self-employment; the financial management skills needed by business education students for self-employment; the human resource management skills needed by business education students for self-employment and, the time management skills needed by business education students for self-employment.

Education remains the instrument per excellence in achieving national development and sustenance in all aspects of national economy which business is one. Education broadens business ideas, knowledge, skills as well as antics that equips and fortifies the recipients with the zeal and enthusiasm with which to embrace the world of business for high productivity and profitability. It prepares the beneficiaries for creativity, entrepreneurial ingenuity and self-employment. Enwere, Ugwu and Olawoyin (2013) gave credence to the above expressions when the scholars perceived

education as the channel through which the recipients acquire in-depth knowledge and understanding that enable them advance in new frontier of knowledge in various aspects of human endeavour. Similarly, Ezekiel-Heart & Adiele (2010) deduced that education is not basically the process of schooling but also the ability to be literate or skilled in form of trade or another. It is for this reason that education broadens one's horizon in occupational arena and gives directives on the most palatable way to access business enterprise for employability and self-reliance. It is against this backdrop that education when appropriately tailored, opens the doors to various business opportunities especially professional occupations. Through the process of education, an individual acquires business skills on how to adequately handle a choice business and have a break through.

Following the above analogy, any country that designed its educational curriculum to encompass business strategies and acumen is capable of escalating job opportunities thus boost the nation's economy and sustainable development. Where education is not geared towards self-employment and reliance, unemployment takes the centre stage thus shrink the national economy and development. It is in this regard that business education is one of the course offering in Nigerian universities.

Business education is among so many courses offered in Nigerian universities that are aimed at equipping the students for employability and job creation instead of job seekers. This is to inculcate in the students various business opportunities, strategies, skills and modus operandi for extended business operations and profit maximization. This is what prompted Igboke (2000) to espouse that change and innovation inherent in education makes it possible to educate the youths in accordance to the human capital requirement needed in the labour market. This is to ensure that educational relevance is not short-changed.

Still on the same terrain, Adeleke (2021) citing Onajite (2016) posited that business education involves extension of educational programmes that covers a wide scope of office occupation, economic understanding, and entrepreneurship which unfolds cum develops the students' basic skills that could be maximally utilized in the nearest future. It is an avenue through which students are nurtured and fortified with relevant exposures that could aid them fit adequately into the world of business so as to greatly reduce the teething problems encountered by beginners in the field of business. It bestowed on the beneficiaries that business versatility, ways of overcoming business risks, increased productivity and good yield.

Continuing, Adeleke (2021) averred that business education is a special educational programme that concentrated on the training of individuals on the business skills that would help them become self-employed and/or employers of labour. To this end,

Adeleke outlined the objectives of business education as stipulated below:

1. To furnish students with advantageous skills necessary to carry out particular office business operation.
2. To supply students with technical facts and proficiency essential for use in business arena.
3. To be grateful for the world in which the human being lives by making significant input to the overall progress and advancement of the immediate environment.
4. To facilitate knowledgeable decision, judicious spending and calculative in problem solving approach among the recipients.
5. It also provides a digression to clear understanding on the other aspects of the economy such as socio-political and economic facets of the country among others.

Going by the above listed objectives of business education, it is observed that the objectives are vast and encompassing thus geared towards production of individuals who are not only independent, reliant and reliable but also individuals who are capable of influencing their place of abode in a positive dimension. It therefore becomes very imperative to ensure that no stone is left unturned during the business education teaching and learning process all things being equal. If and only if the required business skills are imparted to the learners for self-employment in South East geopolitical zone, Nigeria.

Self-employment is the ability for an individual to access business opportunity through one's effort and within the individual's horizon without an external assistance in terms of employment. It is an occupational engagement by self and basically acquired through the use of some basic skills which could be potentially developed skills through the process of schooling. It bears relevant to creativity and entrepreneurship acumen which is further sharpened through educational delivery process. Self-employment imbues with the individual the capability to be gainfully employment by self or by extension becomes an employer of labour and/or job creator. It negates job seeking syndicate and eradicates unemployment.

In support of the above expressions, Dollarhide (2022) described self-employment as an individual who works for himself, he does his business on his own from where he makes profit. The scholar stressed that the individual does not for a particular employer and as such do not expect constant salary or wage from someone else. In consonance with the above claim, Corporate Finance Institute (CFI) team (2022) viewed self-employment as the act of working for oneself instead of another person who in turn pays salary or wages. The author was so specific that self-employed individuals require basic skills that aid them in their business line. This implies that for self-

employment to be possible, there must be present in the individual key skills that propel business endeavour. These key skills are obtainable in business education offered in Nigerian universities.

Towing the same lane, Kokemuller (2018) and April (2017) described self-employment as self-owned business and/or a situation where an individual makes his earning through independent work. To Department of Human Services (2017), self-employment is the situation whereby an individual engages in business ventures and manages it by himself whether as a professional, sole business owner, partner in a partnership or cooperate body, independent contractor or consultant from where he makes his living. The ultimate aim of any business is profit making and profit maximization be it self-employed or otherwise.

From all indications, self-employment is an individual who possesses the welwithal in terms of skills, finances and managerial ability to invest in business activity for money making. These terms are essential and determine to a great extent the success or failure of the business operation. This is because the individual opens the business, controls, manages the limited fund and ensures the business is gainful. Acquisition of basic skills remains the nucleus of the self-employment. They are the skills which give the individual business owner the directions or guides on how to approach issues in the most economical way so as to beat the odds inherent in business operations. Above all it is the skill that fortifies the independent business owner with the technicalities involved in the business enterprise. These skills are taught, acquired and internalized through business education offered in universities for self-reliance and self-employment.

Based on the heels of the above development, Olawoyin and Adegoke-Samuel (2018) reaffirmed that an individual who acquires sufficient skills offered in business education while schooling is better positioned to be versatile in business activities: he has the capacity not just setting up his own business but also having others employed as well. This is because according the duo's perspectives; skill is the ability or dexterity which is invested in business to foster improved economic status through objectives attainment.

This is what prompted Etonyeaku, Kanu, Ezeji & Chukwuma (2014) to explicate that a skill could be likened to habit or formal routine of performing identified task by a worker in his area of specialization. To Skillscan (2012), it is being competent with the strategies needed to carry on assigned role(s) in an established for high productivity. It could be mental ability or manual dexterity displayed in the field of works for profit making. From the fore-goings, skill has to do with expertise knowledge and ability to dispense it in the right proportion when necessity demands it for attainment of business goals which is business expansion thus profit maximization.

In other to curb massive unemployment in the country and engender or boost national economy which is one of the educational targets, self-employment is of essence. Self-employment goes with acquisition and proper utilization of essential skills to survive in the business economy. It is against this backdrop that Ezenwafor and Olaniyi (2017) listed some of these skills to include: interpersonal skill, financial management skill, human resource management skill, time management skill among others.

These skills as identified by Ezanwafor and Olaniyi (2017) are crucial in business establishment. People are involved in business and as such interpersonal skill is necessary for good relationship with the self, workforce, customers and allied agents involved in business transactions. Finance is the fund invested in the business which is a kind of scarce commodity which could only be effectively managed using financial management skill to avert business flop. Human resource management skill is another important skill which deals on the recruitment, allocation etc. of personnel for the business. It is the proper assigning of functions according to area of specialization, interest and ability for enhanced productivity. Time management is the appropriate use of time which is ensuring that no time is wasted because lost time is irretrievable and could mar a promising business venture. This explains why business education students are in daring need of business skills for self-employment.

Statement of the Problem

Production of relevant human capital is one of the objectives of education as it is needed for national growth and development. This human capital requirement of the nation is intended to ensure employability of the university graduates which dwindles graduate unemployment. Suffix it to say that in recent times, Nigerian streets are littered with graduates wondering about in search of non-existent job. This has equally escalated the crime rate in the country that the citizens no longer sleep with their two eyes close due to fear of the unknown. As a result of joblessness in the nation, there are cases of armed robbery, kidnapping, incessant killing for rituals, terrorism, bandit and a host of inglorious acts. When the youths are gainfully employed, the rate of criminality is bound to reduce drastically. It is premised on this that business education became a course offering in the universities so as to provide basic skills that could assist the learners become self-reliant, self-employed, and independent and job creators. Despite the study of business education, most of the grandaunts are still biased on how to establish their own business and manage it effectively to achieve success in the business venture. This has thrown the well-meaning Nigerians in bewilderment as to effectiveness of the business education in the impartation needed skills as bedrock for business activities in terms of interpersonal, finance, human resource and time management skills. It could be that the students display lackadaisical attitudes during the

teaching/learning process or the practical aspects are neglected or that the skills are incomprehensible to the students. These are the issues bugging the researcher hence the study.

Research Questions

The following research questions guided the study:

1. What are the interpersonal skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender.
2. What are the financial management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender.
3. What are the human resource management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender.
4. What are the time management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender.

Research Hypotheses

The under listed hypotheses will be tested at 0.05 level of significant:

1. There is no significant difference between the mean scores of the male and female students on the interpersonal skills needed by business education students in the federal universities in South East, Nigeria for self-employment.
2. There is no significant difference between the mean scores of the male and female students on the financial management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.
3. There is no significant difference between the mean scores of the male and female students on the human resource management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.
4. There is no significant difference between the mean scores of the male and female students on the time management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.

Research Method

Research Design: The researcher used the descriptive survey approach in conducting the research. **Area of the Study:** The research is conducted in the South East Nigeria with special reference to the federal universities in the region. **Population of the Study:** The population comprised all the business education students from all the federal universities in the South East geopolitical zone numbering 2, 286 students. The population is made up of 989 male students and 1,297 female students. For the list of universities in South East Nigeria. **Sample and Sampling technique:** The sample for the study was 2, 286 business education students from the federal universities in the five South East geopolitical zone in Nigeria. Multistage sampling technique was used to 1, 143 students which is 50% of the entire population. **Instrument for data collection:** The instrument for data collected is self-designed questionnaire entitled "Business Skills Needed by Business Education Students Educational Instrument" (BSNBESEI). **Validation of the instrument:** To ensure that the validity of the instrument is guaranteed, the researcher used three experts from Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka. The observations, contributions and comments by these professionals were carefully used to restructure the final draft of this instrument. The final copy was used subjected to reliability test in other to make it reliable for use to collect data for the study. **Reliability of the instrument:** The instrument was pilot tested on 60 business education students made up of 20 males and 40 females from South West geopolitical zone, Nigeria. The reliability index was established using the Cronbach Alpha Statistics to estimate its internal consistency at 0.75 alpha levels. The reliability co-efficients of the instrument were .78; .81; .76; and .81 which are considered high enough for the study. **Method of Data Collection:** Copies of the questionnaire were administered by five (5) research assistants who were briefed on the mode of collection by the researcher. **Method of Data Analysis:** The retrieved data were presented in tabular form and mean and standard deviation was used for the analyses. The t-test was used to test the null hypotheses at 0.05 level of significant.

Presentation and Analysis of Data

Research Question 1: What are the interpersonal skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender?

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Table 1: Mean scores and standard deviation of the participants on the interpersonal skills needed by business education students in federal universities in South East geopolitical zone, Nigeria for self-employment. N = 2,286

S/N	Items Statement	Mean	SD	Remarks
1	Ability to listen attentively	4.22	0.80	HN
2	Ability to render supportive services to the customers	4.00	1.03	HN
3	Ability to take decisions using available information	4.10	0.80	HN
4	Capable of decentralization of power	4.00	0.84	HN
5	Capable of carrying everybody along	4.01	1.06	HN
6	Capability to foster innovation	3.50	1.02	HN
7	Ability to exercise empathy	3.48	0.87	HN
8	Aspiring to ensure welfare of the workforce	3.41	0.84	HN
9	Ability to accord due respect to personnel irrespective of rank or status	4.00	0.78	HN
10	Capable of resolving conflict in workplaces	4.20	0.86	HN
	Cluster mean	3.89	0.79	HN

Table 1 shows the mean scores of the respondents on the interpersonal skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender with all the scores above the criterion mean of 3.00 indication highly needed. Standard deviation ranges from 0.78 – 1.06 which is an indication that the opinions of the respondents were not far from one another. The cluster mean and standard deviation yielded 3.89 and 0.79 respectively indicating that business education students in federal university highly need interpersonal skills for self-employment.

Research Question 2: What are the financial management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender?

Table 2: mean scores of the respondents on the financial management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender. N = 2, 286

S/N	Items Statement	Mean	SD	Remarks
1	Capable of locating sources of fund to start a business	4.00	0.98	HN
2	Ability to judiciously utilize available fund	4.05	0.86	HN
3	Capable of minimizing loss	3.85	1.02	HN
4	Ability to effectively appropriate available fund to meet all needs	4.20	1.00	HN
5	Ability to keep proper record of accounts	4.30	0.89	HN
6	Ability to attract fund and/or credit facilities	3.25	1.02	HN
7	Ability to maintain steady cash flow	4.00	1.02	HN
8	Ability to do yearly audit	4.03	1.06	HN
9	Capable of getting loans	3.50	1.22	HN
10	Being trust worthy in financial transactions	3.68	1.29	HN
	Cluster mean	**3.89**	**0.95**	**HN**

Table 2 reveals the mean score of the participants on the financial management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender. All the items with serial numbers 1-10 scored 3.00 and above which is the bench mark thus an indication that financial management skills are highly needed. Standard deviation gave fluctuates between 0.86-1.29 which indicates homogeneity of the responses. The cluster mean and SD gave rise to 3.89 and 0.95 in that order.

Research Question 3: What are the human resource management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender?

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Table 3: mean scores of the respondents on the human resource management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender. N = 2, 286

S/N	Items Statement	Mean	SD	Remarks
1	Capability of handling confidential information with appropriateness	4.20	0.89	HN
2	Ability to select and recruit the right calibre of workforce	4.02	0.90	HN
3	Capable of critical thinking	4.00	0.89	HN
4	Ability to control and coordinate human and non-human resources effectively	4.05	0.88	HN
5	Capable of availing the employees career development	4.00	0.85	HN
6	Ability to dictate time to seek expertise knowledge	3.85	1.02	HN
7	Ability to infuse company policy and tradition to the employees	4.39	1.01	HN
8	Ability to resolve amicably conflicts in the workplace	4.05	1.02	HN
9	Being self-discipline	4.10	1.01	HN
10	Ability to maintain follow up among employees towards achievement of set objectives	3.95	1.02	HN
	Cluster mean	**4.06**	**0.95**	**HN**

Table 3 shows that all the respondents had their mean scores on the human resource management skills needed by business education students in the federal universities in South East Nigeria for self-employment. All the items with serial numbers 1 – 10 recorded mean scores from 3.85 – 4.39 indicating highly needed. Standard deviation ranges between 0.85 – 1.02 indication that the respondents were not far from one another in their views. The cluster mean and standard deviation stood at 4.06 and 0.95 accordingly thus indicating that business education students in federal universities in South East highly needed human resource management skills for self-employment.

Research Question 4: What are the time management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender.

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4: mean scores of the respondents on the time management skills needed by business education students in the federal universities in South East, Nigeria for self-employment based on gender. N = 2, 286

S/N	Items Statement	X	SD	Remarks
1	Ability to set tasks that can be executed within a timeframe	4.50	0.76	HN
2	Capability to shun useless interruptions	4.00	0.70	HN
3	Ability to accomplish goals within record time	4.03	0.76	HN
4	Being able to allocate time to routine duties	4.50	0.78	HN
5	Ability to avoid procrastinations	4.00	0.94	HN
6	Ability to set and effect priorities	4.30	0.86	HN
7	Ability to ensure the use of break periods and/or leisure time for refreshing	4.21	0.89	HN
8	Ability to be time conscious	4.34	0.87	HN
9	Ability to work ahead of time	4.00	0.98	HN
10	Ability to keep to time in spite of all odds.	4.29	0.88	HN
	Cluster mean	**4.23**	**0.77**	**HN**

Table 4 presents the mean scores of the respondents on the time management skills needed by business education students in federal universities in South East geopolitical zone for self-employment. All the items with serial numbers 1 – 10 recorded from 4.00 and above thereby creditably surpassing the criterion mean of 3.00 thus indicating very highly needed. The standard deviation ranges from 0.70 – 0.98 indicating that the respondents' opinions are not far from each other. The cluster mean and standard deviation of 4.23 and 0.77 showed that the time management skill is highly needed by business education students in federal universities in the South East geopolitical zone for self-employment.

Testing of Null Hypotheses

Null Hypothesis 1: There is no significant difference between the mean scores of the male and female students on the interpersonal skills needed by business education students in the federal universities in South East, Nigeria for self-employment.

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Table 5: Summary of z-test analysis between the mean scores of male and female business education students regarding the interpersonal skills needed for self-employment. N = 2, 286 students, 989 male students and 1,297 female students.

S/N	Item Statement	X_1	SD	X_2	SD	df	z-cal	Sig	Rmks
1	Ability to listen attentively	4.05	.98	4.53	.78	2,284	2.34	.01	S
2	Ability to render supportive services to the customers	4.00	.34	4.38	.77	2284	0.86	.36	NS
3	Ability to take decisions using available information	4.68	.65	4.32	.68	2284	0.68	.42	NS
4	Capable of decentralization of power	4.32	.76	4.20	.90	2284	0.45	.96	NS
5	Capable of carrying everybody along	4.12	.87	4.33	.88	2284	0.63	.62	NS
6	Capability to foster innovation	4.23	.88	4.51	.68	2284	1.24	.17	NS
7	Ability to exercise empathy	4.35	.79	3.98	.58	2284	2.26	.02	S
8	Aspiring to ensure welfare of the workforce	3.89	.09	4.10	.86	2284	1.58	.07	NS
9	Ability to accord due respect to personnel irrespective of rank or status	4.30	90	3.85	.66	2284	0.66	.90	NS
10	Capable of resolving conflict in workplaces	3.96	.88	3.88	.81	2284	0.89	.02	S

Table 5 presents each of the calculated z-values and p-values for items 1 – 10. Only items with serial numbers 1, 7, and 10 had their p-values less than the 0.05 level of significant upon which the hypothesis was tested. P-values of the remaining items with serial numbers 2, 3, 4, 5, 6, 8, and 9 are greater than 0.05 level of significant upon which the hypothesis was testes, it is therefore declared that there is no significant difference in the mean scores of the respondents based on gender on the interpersonal skills needed by business education students in federal universities in South East Nigeria.

Null Hypothesis 2: There is no significant difference between the mean scores of the male and female students on the financial management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.

Table 6: Summary of z-test analysis between the mean scores of male and female business education students on the financial management skills needed for self-employment. N = 2, 286 students, 989 male students and 1,297 female students.

S/N	Item Statement	X_1	SD	X_2	SD	df	z-cal	Sig	Rmks
1	Capable of locating sources of fund to start a business	4.30	.56	4.20	.58	2284	0.21	.04	S
2	Ability to judiciously utilize available fund	4.26	.68	4.32	.59	2284	1.78	.07	NS
3	Capable of minimizing loss	4.38	.48	4.05	.87	2284	2.45	.02	S
4	Ability to effectively appropriate available fund to meet all needs	3.80	.89	3.87	.85	2284	0.78	.28	NS
5	Ability to keep proper record of accounts	3.90	.98	3.90	.59	2284	1.16	.23	NS
6	Ability to attract fund and/or credit facilities	4.40	.65	4.25	.69	2284	1.86	.70	NS
7	Ability to maintain steady cash flow	4.08	.49	4.20	.77	2284	2.04	.02	S
8	Ability to do yearly audit	3.90	.68	4.33	.68	2284	0.07	.86	NS
9	Capable of getting loans	4.20	.76	4.01	.45	2284	1.34	.14	NS
10	Being trust worthy in financial transactions	4.25	.78	4.25	.48	2284	0.27	.65	NS

Table 6 presents each of the calculated z-value and p-value for items 1 – 10. Only items with serial numbers 1, 3 and 7 have their p-values less than 0.05 level of significant upon which the hypothesis was tested. However, other items with serial numbers 2, 4, 5, 6, 8, 9 and 10 had their p-values greater than 0.05 level of significant upon which the hypothesis was tested. Sequel to this, there is enough evidence to not to reject the null hypothesis but therefore upheld that there is no significant difference between the mean scores of the respondents on the financial management skills needed by business education students in federal universities in South East Nigeria for self-employment.

Null Hypothesis 3: There is no significant difference between the mean scores of the male and female students on the human resource management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.

Table 7: Summary of z-test analysis between the mean scores of male and female business education students on the human resource management skills needed for self-employment. N = 2, 286 students, 989 male students and 1,297 female students.

S/N	Item Statement	X_1	SD	X_2	SD	df	z-cal	Sig	Rmks
1	Capability of handling confidential information with appropriateness	4.38	0.57	3.89	0.86	2284	1.64	.06	NS
2	Ability to select and recruit the right calibre of workforce	3.88	0.68	3.86	0.67	2284	0.23	.78	NS
3	Capable of critical thinking	3.90	.8	4.05	0.78	2284	0.14	.84	NS
4	Ability to control and coordinate human and non-human for effective usage	4.36	0.57	4.51	0.88	2284	0.62	.96	NS
5	Capable of availing the employees career development	4.00	0.66	4.05	0.65	2284	0.36	.68	NS
6	Ability to dictate time to seek expertise knowledge	4.56	0.76	4.20	0.59	2284	0.68	.52	NS
7	Ability to infuse company policy and tradition to the employees	4.32	0.54	4.21	0.88	2284	1.69	1.2	NS
8	Ability to resolve amicably conflicts in the workplace	4.30	0.61	4.30	0.68	2284	1.35	0.66	NS
9	Being self-discipline	4.20	0.48	4.00	0.59	2284	0.54	.25	NS
10	Ability to maintain follow up among employees towards achievement of set objectives	4.00	0.68	4.50	0.66	2284	1.64	1.43	NS

Table 7 presents the z-values and p-values of the items with serial numbers 1 – 10. All the items from serial number 1 to 10 have their p-value greater than 0.05 level of significant upon which hypothesis testing in based. Consequently, there is sufficient prove that the null hypothesis should not be rejected but declared that there is no significant difference between the mean scores of the respondents based on gender on the human resource management skills needed by business education students in federal universities in South East, Nigeria for self-employment.

Null Hypothesis 4: There is no significant difference between the mean scores of the male and female students on the time management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.

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Table 8: Summary of z-test analysis between the mean scores of male and female business education students on the time management skills needed for self-employment. N = 2, 286 students, 989 male students and 1,297 female students.

S/N	Item Statement	X_1	SD	X_2	SD	df	z-cal	Sig	Rmks
1	Ability to set tasks that can be executed within a timeframe	4.68	.64	4.35	.69	2284	2.12	.02	S
2	Capability to shun useless interruptions	4.30	.74	4.56	.73	2284	0.66	.35	NS
3	Ability to accomplish goals within record time	4.05	.82	4.12	.77	2284	0.76	.45	NS
4	Being able to allocate time to routine duties	4.20	.81	4.20	.86	2284	0.02	.86	NS
5	Ability to avoid procrastinations	4.30	.75	4.41	.66	2284	0.55	.64	NS
6	Ability to set and effect priorities	4.00	.68	3.89	.78	2284	1.20	.19	NS
7	Ability to ensure the use of break periods and/or leisure time for refreshing	4.25	.86	4.42	.72	2284	2.34	.02	S
8	Ability to be time conscious	4.00	.68	3.89	.45	2284	1.68	.09	NS
9	Ability to work ahead of time	4.10	.86	4.00	.65	2284	0.08	.86	NS
10	Ability to keep to time in spite of all odds.	4.21	.56	4.50	.86	2284	2.10	03	S

Table 8 presents each of the calculated z-values and p-values for items with serial numbers 1 – 10. Item with serial numbers 1, 7 and 10 had their p-values less than 0.05 level of significant upon which the hypothesis was tested. However, items with serial numbers 2, 3, 4, 5, 6, 8, and 9 had their p-values greater than 0.05 level of significant upon which the hypothesis was tested given enough reason why the null hypothesis should not be rejected but decaled that there is no significant difference between the mean scores of the participants based on gender on the time management skills needed by business education students in the federal universities in South East, Nigeria for self-employment.

Summary of the Major Findings

The findings of this study are summarized as under stated:

1. Business education students in federal universities in South East Nigeria need interpersonal skills for self-employment.
2. Business education students in federal universities in South East Nigeria need financial management skills for self-employment.
3. Business education students in federal universities in South East Nigeria need human resource management skills for self-employment.
4. Business education students in federal universities in South East, Nigeria need time management skills for self-employment.

5. There is no significant difference between the mean scores of the respondents on the interpersonal skills needed by students of federal universities in South East, Nigeria for self-employment based on gender.
6. There is no significant difference between the mean scores of the respondents on the financial management skills needed by students of federal universities in South East, Nigeria for self-employment based on gender.
7. There is no significant difference between the mean scores of the respondents on the human resource management skills needed by students of federal universities in South East, Nigeria for self-employment based on gender.
8. There is no significant difference between the mean scores of the respondents on the time management skills needed by students of federal universities in South East, Nigeria for self-employment based on gender.

Discussion of the Findings

Interpersonal Skills Needed by Business Education Students in Federal Universities in South East, Nigeria for Self-Employment.

The results displayed in Table 1 indicated that business education students in federal universities highly needed interpersonal skills. The skills needed include: ability to listen attentively, ability to render supportive services to the customers, take decisions using available information, decentralize authority, carrying everybody along, aspire to ensure welfare of the workforce, accord due respect to personnel irrespective of rank or status and ability to resolve conflicts in the workplace. The cluster mean and standard deviation gave rise to 3.89 and 0.79 respectively indicated that business education students in federal universities in South East, Nigeria highly needed interpersonal skills for self-employment. The standard deviation of 0.79 showed that the responses from the participants are closely related. This finding in consonance with what Agomuo (2005) and Ezenwafor and Olaniyi (2017) discovered in the past that interpersonal skill translates to communication and knowledge were for business education students even in the secondary schools. The duo also aligned with the fact that interpersonal skill is very crucial to business education students for self-employment and entrepreneurial development. The result is also in support with the findings of Obiekwe & Uwaezuoke (2021) that maintained that interpersonal skills are essential in business enterprise as it is the link between the business owner, the customers and other business associates. It is from this interpersonal relationship that the feedback is gotten for improvement of quality for a more progressive business economy. The corresponding hypothesis on table 5 indicates that there is no significant

difference between the mean scores of the respondents on the interpersonal skills needed by business education students in federal universities in South East, Nigeria for self-employment based on gender.

Financial Management Skills Needed by Business Education Students in Federal Universities in South East, Nigeria for Self-Employment.

The result in table 2 showed that all the items with serial numbers 1 – 10 on financial management skills all scored above 3.00 which indicated highly needed by the respondents. This implies that financial management skills such as capability of locating sources of fund to start a business, ability to judiciously utilize available fund, capability to control fund and minimize loss, ability to effectively appropriate available fund to meet all needs, ability to keep proper record of accounts, ability to attract fund and/or credit facilities, ability to do yearly audit, capable of getting loans and being trust worthy in financial transactions are highly needed by business education students in federal universities in South East, Nigeria for self-employment. This is also evinced by the cluster mean which yielded 3.89 which is above the criterion mean of 3.00 indicating highly needed skills. The standard deviation of 0.95 also indicated that the opinion of the respondents is closely related. The findings of this study is similar to what past researchers in the persons of Maheshwari (2017), FGN (2012) & Brealey (2017) emphasized that financial management skills lend itself to budgeting and control measures that is used to ensure that money is used in a most advantageous way to minimize loss and also associated with sourcing of fund to open up a business enterprise. The matching hypothesis on table 6 indicates that since the p-value is greater than 0.05 level of significant upon which the hypothesis was tested, it therefore declared that there is no significant difference between the mean scores of the respondents on the financial management skills needed by the business education students in federal universities in South East, Nigeria for self-employment.

Human Resource Management Skills Needed by Business Education Students in Federal Universities in South East, Nigeria for Self-Employment.

The results in table 3 showed that all the items with serial numbers 1 – 10 had their scores above 3.00 which is the criterion mean indicating highly needed by the participants. Business education students rated that highly needed human resource management skills are ability to handle confidential information with appropriateness, select and recruit the right calibre of workforce, capable of critical thinking, ability to control and coordinate human and non-human resources effectively, availing the employees career development, dictate time to seek expertise knowledge, infuse company policy and tradition to the employees, ability to resolve amicably conflicts in workplace, being self-discipline, maintain follow up among employees towards achievement of set goals. The grand mean summarized it all with the mean of 3.95 which concluded that human resource

management skills are highly needed by business education students in federal universities in South East, Nigeria for self-employment. The cluster standard deviation of 0.95 indicated that the opinion of the respondents were homogenous. The corresponding hypothesis on table 7 has p-value greater than 0.05 level of significant upon which the hypothesis was tested thus an indication that there is no significant difference between the mean scores of the participants on the human resource management skills needed by business education students in federal universities in South East, Nigeria for self-employment based on gender. In solidarity with the above claim, Maduagwu & Nwogu (2006) and Parameswari & Yugandher (2015) reiterated that human resource management skill is essential so as to keep the business progressive especially for small scale business. The scholars also espoused that conflict is inevitable in workplace sequel to this requires human resource management skill to resolve such issues when they arise. This goes to confirm that human resource management skills are highly needed by business education students in federal universities in South East, Nigeria for self-employment.

Time Management Skills Needed by Business Education Students in Federal Universities in South East, Nigeria for Self-Employment.

The result of analysis in table 4 showed that business education students in federal universities highly needed time management skills in the area of setting tasks that can be accomplished within timeframe, shunning of useless interruptions during official periods, accomplish set goals within record time, allocating time to routine duties, avoiding procrastinations, setting and effecting priorities, ensuring adequate use of leisure time, break and/or holidays, being time conscious. With the cluster mean and standard deviation of 4.23 and 0.77 respectively, it was indicated that business education students in federal universities in South East, Nigeria highly needed time management skills for self-employment. The standard deviation of 0.77 is a clear indication that the opinions of the participants are not far from each other. This finding is in alliance with the views of Uwaezuoke, Ezemba, Amaefule, Ogbuanya & Anyaeji (2021) and Maduagwu & Nwogu (2006) when the scholars reaffirmed that the skills in time management enable the business manager ensure that all the organizational functions are completed within record time and goals attained. In the same vein, Nwankwo (2014) stressed that enables the business man set priorities thereby attending to essential tasks first in this way a lot is achieved within a space of time. The hypothesis testing on table 8 showed that the p-values are greater than 0.05 level of significant upon which the hypothesis was tested and as such upheld that there is no significant difference between the mean scores of the respondents on the time management skills needed by business education students in federal universities in

South East, Nigeria for self-employment. This however opposed the findings of Olawoyin (2017) who insisted that there was significant difference in the mean scores of the respondents on time management skills.

Conclusion

The purpose of the study was to assess the business skills needed by business education students in federal universities in South East, Nigeria for self-employment. With the collected data, analysis and interpretation of the results, it was revealed that business skills highly needed by business education students in federal universities in South East, Nigeria are interpersonal skills, financial management skills, human resource management skills and time management skills for self-employment.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Field trips and excursions should be organized for the business education skills in federal universities in South East, Nigeria for self-employment. This helps them to practice interpersonal skills while in school.
2. Small scale business should be used as workshop in the federal universities in South East, Nigeria for self-employment. This helps them develop financial management skills while schooling.
3. Business education students should be encouraged to start their own little business as a project so as to get use to human resource management skills needed for self-employment,
4. Business education students should be directed to give account of their stewardship overtime so as to assess their time management skills needed for self-employment.

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