Relationship between Students' Satisfaction and Perceived Relevance of the Business Education Programme to Entrepreneurial Skills in Lagos State Colleges of Education

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Abstract

This study was carried out to investigate the Relationship between Students' Satisfaction and Perceived Relevance of the Business Education Programme to Entrepreneurial Skills in Lagos State Colleges of Education. A sample of 300 students was drawn from 3 sampled schools. Data were generated through the use of questionnaire using sample survey design. Three research questions were drawn and three hypotheses were formulated. Using the Pearson Product Moment Correlation Coefficient Statistical tool at 0.05 level of significance to test the hypotheses while simple percentages were used for the research questions. Communication skill was perceived to be the most entrepreneurial skills needed to be a successful entrepreneur SD = (0.941). Among others, the result revealed that there was significant relationship between the acquired skills in business education and entrepreneurial skills required by the business world (P>0.05). Also there was a significant relationship between students level of satisfaction with the skills acquired in business education and their intention for self-employment (P>0.05) .The findings included the fact that most students were satisfied with the skills acquired in business education. It was recommended that government should establish more Business Education laboratories for effective teaching and learning of practical skills that will enhance entrepreneurial empowerment.

Keywords: Business Education programme, Entrepreneurial Skills, Students Satisfaction.

Introduction

Education is the information that you are taught by others and also what you learn on your own. Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred

from one generation to the other. Education is also a continual process that the students go through each grade throughout school. Each year, a student learns more and receives education overtime. Education is as well the act or process of imparting or gaining knowledge, judgment and a level of intellectual maturity.

The rapid technological changes in the 21st century possess challenges to education and employment sectors. The new labour 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, labour 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-dependent. Cinterfor/ ILO (2006) stated that 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.

Vocational and Technical Education can be defined as an educational training which encompasses knowledge, skills and competencies, structural activities, abilities, capabilities and all other structural experiences acquired through formal, on-the-job or off-the job which is capable of enhancing recipient opportunity for securing jobs in various sector of the economy or even enabling the person to be self-dependent by being a job creator. Federal republic of Nigeria (2004) opined that vocational technical education is an aspect of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relative to occupations in various sectors of economic and social life. 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.

However Okoli (2010) asserted 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. Similarly, Nwanewezi (2010) describes business education as encompassing education for office occupations, business teaching, business administration and economic understanding. In all, Adulkadir (2011) noted 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 VTE assists individual 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 is 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. Akpotowah and Amachi (2006) opined that the skills acquired in any of the area of business education progamme promotes training in entrepreneurship as well as equip graduates with requisite skills to establish and run small businesses of their own. 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

noted that most entrepreneurial skills are acquired through learning and practicing. Nevertheless, the various skills embedded in business related programmes need to be explored and learned by its 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.

The purpose of the study was to examine Relationship between Students Satisfaction and perceived relevance of the Business Education Programme to Entrepreneurial Skills. Specifically, the study sought to;

- Examine students' level of satisfaction with the skills acquired in business education.
- Find out the relationship between the skills acquired in business education and entrepreneurial skills required by the corporate world.
- Determine students' perception of entrepreneurial skills needed to be a successful entrepreneur.

Statement of the Problem

Entrepreneurship deals with the process of recognizing a business opportunity, operating and maintaining that business. Though people engage in business without acquiring much skills and competences that will enable them to effectively operate the business (Akpotowoh, 2005). As a result of this attitude, failure followed instead of success. Their failure is not because they do not have the necessary capital and machines to stay afloat but because they lack the prerequisite skills needed to grow from a small position to a bigger one and as well to remain in the business. The situation now is that most business related Nigeria Certificate Education (NCE) graduates make little or no attempt to establish small scale business of their own despite the abundant business opportunities in the country. Instead, they continue to besiege ministries and government offices in search of jobs that are either extremely few in supply or even non-existent. The question now is what entrepreneurial skills are needed as well as acquired by business education (NCE) graduates for successful operation of a business enterprise? This led the researcher to this study titled: Relationship between Students' Satisfaction

and Perceived Relevance of the Business Education Programme to the Entrepreneurial Skills in Lagos State Colleges of Education.

Research Questions

The following research questions were answered in the study:

1. What is the students' level of satisfaction with the skills acquired in business education?
2. What are the students' perception of entrepreneurial skills needed to be a successful entrepreneur?
3. What is the relationship between students' perceived relevance of the business education programme and entrepreneurial skills required by the business world?

Research Hypotheses

These null hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant relationship between students' level of satisfaction with the skills acquired in business education and their intention for self-employment.
2. There is no significant relationship between the skills acquired in business education and entrepreneurial skills required by the business world.
3. There is no significant relationship between students' perceived relevance of the business education programme and entrepreneurial skills.

Methodology

A descriptive survey design was adopted for the study because it sought to examine Relationship between Students' Satisfaction and Perceived Relevance of the Business Education Programme to Entrepreneurial Skills in Lagos state. The population comprised of three hundred 300 level students and 48 lecturers of business education in the three colleges of education in Lagos State which were Federal College of Education (Technical) Akoka 120 students, Adeniran Ogunsanya College of Education Ijanikin100 students, while in Michael Otedola College of

Primary Education 80 students and 48 lecturers with a total of 348 respondents. Simple random sampling technique was applied.

Self-structured questionnaire and interview were the instruments used in carrying out the study. The questionnaire was titled Relationship between"Students Satisfaction Perceive Relevance of the Business Education Programme to Entrepreneurial Skills Questionnaire. The questionnaire was divided into section A and B. The data were analyzed with simple percentage for research Questions and Pearson Product Moment correlation statistical tool for research analysis for the hypotheses at 0.05 level of significance.

Results

Research Question 1

What is the students' level of satisfaction with the skills acquired in business education?

Table 1: Responses on students' level of satisfaction with the skills acquired in business education kl

S/N	Statement	Very high	High	Mode-rate	Low	Very low	X	SD	Decision
1	Communication skill	111	115	4 8	6	1	4.17	0.810	Accepted
2	Keyboarding skill	7 8	113	7 1	1 8	1	3.89	0.899	Accepted
3	Shorthand skill	6 6	9 2	7 7	3 3	1 3	3.59	1.109	Accepted
4	Microsoft word skill	7 9	105	7 4	1 9	4	3.84	0.960	Accepted
5	Marketing skill	6 4	104	9 9	1 4	-	3.78	0.855	Accepted
6	Power Point skill	3 7	101	9 0	4 3	1 0	3.40	1.013	Accepted
7	Business planning writing skill	5 7	8 7	111	2 2	4	3.61	0.943	Accepted
8	Desktop Publishing skill	4 9	9 0	9 4	3 9	9	3.47	1.035	Accepted
9	Accounting skill	8 7	8 3	8 9	1 9	3	3.83	0.983	Accepted
1 0	Web design skill	3 5	5 9	9 7	6 3	2 7	3.04	1.149	Accepted

Table 1 above shows that all the items 1-10 were accepted based on the decision that their mean ratings were greater than the cut-off point X =3.00. This revealed that most of the respondents accepted that they were satisfied with the communication skills, keyboarding skills, shorthand skills, Microsoft skills, marketing skills, and web design skills acquired in Business Education.

Research Question 2

What is the relationship between the skills acquired in business education and entrepreneurial skills required by business world?

Table 2: Responses on the relationship between the skills acquired in Business Education and Entrepreneurial Skills

S/N	STATEMENT	SA	A	D	SD	X	SD	Decision
11	I have acquired the technical entrepreneurial skills require by business world in business education	71	173	35	2	3.11	0.628	Accepted
12	Entrepreneurial skills acquired in business education are enough for me to fit into business world.	68	164	45	4	3.05	0.677	Accepted
13	I plan to establish a business of my own after my NCE graduation because business education has equipped me with the skills needed.	96	142	38	5	3.17	0.722	Accepted
14	Business education curriculum is well equipped with the necessary and relevant knowledge, skills and attitude needed in the business world.	72	144	28	37	2.89	0.935	Accepted
15	My knowledge about business world is broadened through business education	89	133	28	31	3.00	0.928	Accepted

Table 2 above shows that item 11-15 were accepted based on the decision that their mean rating were greater than the cut-off X =2.50. This means that most of the respondents agreed that they have acquired the technical entrepreneurial skills required by business world so as to be able to fit into business world. Most of the respondents plan to establish a business of their own after graduation from NCE based on the necessary needed skills acquired in the business education curriculum programme equipped with relevant knowledge, skills, and attitude needed in business world is broadened through business education.

Research Question 3

What is students' perception of entrepreneurial skills needed to be a successful entrepreneur?

Table 3: Responses on level of perception of students on entrepreneurial skills needed to be a successful entrepreneur

S/N	Item Statement	HN	N	MN	NN	X	SD	Decision
16	Accounting skill	115	134	27	5	3.28	0.708	Accepted
17	Human relation skill	127	103	46	5	3.25	0.791	Accepted
18	Web design skill	63	145	65	8	2.94	0.753	Accepted
19	Desktop publishing skill	77	123	74	7	2.96	0.799	Accepted
20	Microsoft word skill	109	126	39	7	3.20	0.767	Accepted
21	Photocopying	84	99	83	15	2.90	0.894	Accepted
22	Shorthand skill	73	101	80	27	2.78	0.864	Accepted
23	Excel/spreadsheet skill	77	116	74	14	2.91	0.855	Accepted
24	Typewriting skill	104	118	46	13	3.11	0.842	Accepted
25	Communication skill	140	74	61	6	3.24	0.941	Accepted
26	Business education programme is poorly equipped with the relevant entrepreneurial skill	44	127	91	19	2.70	0.813	Accepted
27	The teaching method use in teaching business education are not enhancing the acquisition of entrepreneurial skill	44	109	95	33	2.58	0.891	Accepted
28	The equipment and infrastructure necessary for qualitative teaching and learning of business education courses are too scanty compared to the number of students enrolled.	58	137	68	18	2.84	0.825	Accepted
29	The number of lecturers teaching business education courses are too scanty compared to the number of students enrolled	65	117	74	25	2.79	0.900	Accepted
30	Achieving entrepreneurial skills necessary for self-employment through business education as it is being practiced is not realistic	57	132	70	22	2.80	0.852	Accepted

Table 3 shows that items 16-30 were accepted based on the decision that their mean rating were greater than the cut-off point X=2.50. This revealed that most of the respondents agreed that students perception of the entrepreneurial skills needed to be a successful entrepreneur includes the following skills which are accounting skills, human relation skills, web design skills, desktop publishing skills, microsoft word skills, photocopying, shorthand skills, excel/spreadsheet skills, typewriting skills, and communication skills. It also revealed that most of 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 entrepreneurial skills, the equipment and infrastructure necessary for quantitative teaching and learning of business skills are inadequate; the number of lecturers teaching business education courses are too scanty compare to the become employers of labour which can help reduce unemployment, poverty and also boost the economic situation at large. Lastly, ICT resources which are used in business world should be acquired by business education department for both learning and practice of the students of the department.

Hypothesis Testing
Hypothesis 1
Ho: There is no significant relationship between students' level of satisfaction with the skills acquired in business education and their intention for self-employment.

Table 4: Pearson Product Moment correlation of Students' level of satisfaction with the skills acquired and intention for self-employment.

Variable Structure	N	Df	r_{cal}	r_{crit}	Decision
Level of satisfaction with the skills in business education					
Intention for self-employment	281	279	0.820	0.195	H_0 Rejected

Table 4 above shows that the calculated value of Pearson Product Moment Correlation is r_{cal} = 0.82 which is greater than the critical value r_{crit} = 0.195 at 0.05 level of significance with degree of freedom df = 279. Therefore, the null hypothesis rejected in favour of the alternative hypothesis which states that there is a significant relationship between students' level of satisfaction with the skills acquired in business education and their intention for self-employment.

Hypothesis 2

H_0: There is no significant relationship between the skills acquired in business education and entrepreneurial skills required by the business world.

Table 5: Pearson Product Moment correlation of skills acquired in Business education and entrepreneurial skills required by the Business world.

Variable Structure	N	Df	r_{cal}	r_{crit}	Decision
Skills acquired in business education					
Entrepreneurial skills required by business world	281	279	0.314	0.195	H_0 Rejected

The table 5 above shows that the calculated value of Pearson Product Moment correlation r_{cal} = 0.314 which is greater than the critical value r_{crit} = 0.195 at 0.05 level of significance with degree of freedom of df= 279, therefore, the null hypothesis is rejected in favour of the alternative hypothesis which states that there is a significance relationship between the skills acquired in business education and entrepreneurial skills required by business world. This means that what business education provided to students in terms of skills, technical practical knowledge and technological skills have relationship with what business world required.

Hypothesis 3

H_0 There is no significant relationship between students' perceived relevance of the Business education programme and entrepreneurial skills.

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Table 6: Pearson Product Moment correlation of Business education programme and entrepreneurial skills

Variable Structure	N	Df	r_{cal}	r_{crit}	Decision
Business Education Programme					H_o
Entrepreneurial skills	281	279	0.266	0.195	Rejected

Table 6 above shows that the calculated value of Pearson Product Moment Correlation r_{cal}= 0.266 which is greater than the critical value r_{crit}=0.195 at 0.05 level of significance with degree of freedom df=2.79, therefore, the null hypothesis is rejected in favour of the alternative hypothesis which state that there is a significant relationship between students perceived relevance of the business education programme and entrepreneurial skills. This means that the programme of business education have some level of relevance to entrepreneurial skills i.e. all that business education programme provides are based on acquisition of entrepreneurial skills which can help in self-employment or working in the business world.

Discussion of Findings

Based on the analysis of the collected data the following findings are made: The researcher found that most of the respondents were female students from Federal College of Education (Technical) Akoka, Yaba, Lagos which in Lagos state has the largest pool of Business Education Students among Colleges of Education in Lagos State.

The findings revealed that most students were satisfied with the skills acquired in Business Education. Most 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.

The researcher also found out that most of the students agreed that they have acquired technical entrepreneurial skills, required by business world in business education and based on this most of the respondents planned to establish business of their own after their NCE graduation because the programme equipped them with the skills required to fit into business world. Most of the respondents agreed that

their knowledge about business world is broadened through business education due to necessary relevant knowledge skills and attitude provided during the programme. Bettina (1991) added that the students learn job- specifics and employability skills and are given opportunities to use these skills through work experience programme that connect them with the business community.

The finding also 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 skills, shorthand skills, excel/spreadsheet skills, typewriting skills and communication skills are needed to become successful entrepreneurs. Olagunju (2004) reviewed that these skills will enable the individual to exploit an idea and create an enterprise.

The findings revealed that business education programme is poorly equipped with the relevant entrepreneurial skills: the equipment and infrastructure necessary for qualitative teaching and learning of business skills are inadequate, the number of lecturers teaching business education course are too scanty compare to the number of students enrolled and achieving entrepreneurial skills necessary for self-employment through business education as it is being practiced is not realistic.

Lastly, the hypothesis one tested revealed that there is a significant relationship between students' level of satisfaction with the acquired skills and the intention for self-employment, which means that the intention for self-employment is based on the acquired skills from business education. Secondly, the second hypothesis revealed that there is a significant relationship between business education programme and entrepreneurial skills based on the various entrepreneurial skills and knowledge provided to the students during the course of the training programme.

Conclusion

It can be concluded that business education students should be encouraged to start something on their own based on the acquired entrepreneurial skills during the course of training programme in business education so that they can be employers of labour.

Recommendations

The following recommendations are made based on the findings of the study;

- Business education programme should focus more on the utilization of ICT resources in business world so that the skills acquired by the students can be relevant to this contemporary world which is converted to a global village through ICT resources.
- Workshop and seminars should always be organized for business students on how they can start small business on their own.
- Business education laboratories should be provided in all colleges of education in Lagos State for effective teaching and learning of practical skills that will enhance entrepreneurial 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.
- The Federal Ministry of Education should facilitate the employment of qualified, skillful and certified lecturers into Colleges of Education in Nigeria for the enhancement and promotion of effective entrepreneurial skills acquisition in our institutions of higher learning.

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