



Perceived Skills Required for Management of Small Scale Enterprises Among Business Education Undergraduates of Rivers State Universities

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ABSTRACT

The study investigated perceived skills required for management of small scale enterprises among Business Education undergraduates of Rivers State Universities. It specifically determine the extent accounting skills, and management skills, aid the management of small scale enterprises in Rivers State universities. To achieve these objectives, four research questions and four null hypotheses were raised. The population of the study was 656 drawn from Level 300 Business Education students in Rivers State University and Ignatius Ajuru University of Education respectively. Fifty percent was used to determine the sample size of 328 respondents using simple sampling technique. Data was collected using a self-structured questionnaire titled “Perceived Skills Required for Management of Small Scale Enterprises among Business Education Undergraduates of Rivers State Universities (PSRMSSEBEUURS)” and was validated by three experts, two Business Educators and one expert from Measurement and Evaluation. Test re-test method was used to establish the reliability of the instrument which yielded a coefficient of 0.92 using Pearson Product Moment Correlation Coefficient formula (PPMCC). The data collected was analyzed using mean and standard deviation for answering the research questions and z-test for the null hypotheses at 0.05 level of significance. The findings of the study revealed that accounting skills and management skills, aid the management of small scale enterprises to a moderate extent in Rivers State universities. Based on the findings, the researcher recommended among others that Business Education students who have set up small scale enterprise should be supervised on regular basis by Business Educators to ensure that her recipients put into practice the various skills acquired; and Government should institute the right kind of programmes and policies that will promote and sustain the establishment and management of small scale enterprise.

Keywords: Business Education, enterprises, skills, management

INTRODUCTION

Skills are the acquired knowledge demonstrated through actions or a unique performance in certain situations. According to Ogunde, Christianah and Gana (2014), skills are described as expertness, practiced ability, dexterity and tact. Godstime and Joseph (2016) posited that skills consist of two components namely; the knowledge component and the activity or practical component. The knowledge component is made up of motor and perceptual skills while the activity or practical components relate to those areas of knowledge that is concerned with the mode of doing. It enables the individual to acquire the know-how of a variety of skills that is related to a particular trade or occupation. Both the knowledge and activity or practical components combine in different proportions for different skills.

Business Education as a specialized area of Vocational Education provides the necessary skills that enable its recipients with the intellectual and professional background to adapt to changing situation in the world of work. According to Akpotowoh and Amahi (2006), the skills required in Business Education programme equip students to start up their own enterprise such as small scale. It is imperative that Business Education students acquire practical knowledge of Business Education skills that will enable them to effectively manage their enterprises. Hence, Business Education skills enable its products (students) to function effectively in a turbulent business environment as an independent or self-employed person in order to improve their economic status and the society at large as described by Okolocha and Okolocha (2012).

The Federal Republic of Nigeria (2013) stated that one of the national education goals is principally the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in, and to contribute to the development of the society. As such, Business Education as a programme of study prepares individuals with multiple skills to teach, or work in industry and to equally set up a business and employ others. In the same manner, Nwokike (2017) posited that the objectives of Business Education include among others as provision of training that will result in developing individuals who are capable of coping with the world in which they live, and also equip the students with such skills that would enable them to manage both human and material resources for self-reliance. These laudable objectives as identified by Nwokike would enable its recipients become self-reliant, self-employed and useful to the society at large. As a specialized course, it provides accounting, managerial, marketing and office information management skills to its recipients. These skills enable the students to run an enterprise (small scale enterprise) successfully. Thus, Business Education skills are vital to the growth and survival of small scale enterprise (Amatori, 2006).

Accounting skills is very important for the proper management of business, thus students will be able to install a proper accounting system to aid them ascertain if the business is profitable or not. Accordingly, Osuala (2009) explained that the knowledge of fundamental accounting skills is very imperative for sustainable business. Onoh (2011) described accounting skills as those competencies in basic accounting required by a person to function competently, confidently, and successfully in the process of carrying out one's function of recording daily business transactions. These skills include: book-keeping, purchasing and supply, bargaining, determining labour costs, simple budgeting, keeping of accurate receipts, sales records skills in keeping reliable records, sourcing for market outlets, among others. Thus, the knowledge of accounting skills application in small scale business promote good financial management, and ensure that there is adequate cash flow to meet the necessary current and capital expenditure as well as to assist in maximizing growth and profits (Okoye, Uniamikogbo & Adeusi, 2017).

According to Ezeabi (2017), managerial skills involves getting the right people to accomplish task; ability to delegate authority and responsibility; and ability to coordinate human and material resources among others. Lowden in Aliyu (2015) explained that the managerial skill which is more relevant to small scale enterprises ought to be looked at the angle of management functions, which he described as planning skills, organizing skills, leading skills, and controlling skills. In the same manner, Onoh in Agholor (2019) pointed out that managerial skills combine planning and organizing abilities. These abilities are required to enable the enterprise stand the test of time. Consequently, with good plans and improper organization, an enterprise will collapse because ability to organize the thoughtful plans is essential to the efficient running of any business. In this regard, Osamwonyi and Tafamel (2010) explained that managerial skill of the owner-manager is very important to the success or failure of the business.

Consequently, Dasmani (2011), Rufai, Abdulkadir and Abdul (2013) found that graduates in universities could not get employment because they possess low skills and low self-confidence required by industries. This is as a result of no industrial exposures and sufficient training on various Business Education skills while in school. Business Educators is therefore tasked with the duty of inculcating the various skills to the students to equip them display the applications of professional skills in job market and for self-reliance. In the same vein, Education for All Monitoring Report (2012) and Gill (2017) reported that there is a lot of generation of 200 million young people who were leaving school without the needed skills which is as a result of the use of poor teaching

methods which did not promote meaningful learning as students remain passive in the class waiting for knowledge to be poured into their brains. In this regard, Yinusa (2014) opined that the most appropriate teaching methods to adopt should be that which can motivate the students and sustain their interest in the course of instruction. Also, Azih and Wagbara (2018) emphasized that Business Educators should adopt modern instructional delivery methods like students grouping strategies and cooperative learning strategies to equip its recipients with relevant skills that would lead them to be self-employed.

Management of small scale enterprise is the capacity or potential to attain proposed results or goals which is dependent on the skills acquired in a formal setting. Thus, individuals will be able to manage its enterprise effectively when they are knowledgeable and skillful. The skills therefore are important as it aid to generate employment and stimulate private ownership (Nwokike, 2017). Accordingly, Okafor (2008) noted that there is potential in small scale businesses to create employment; reduce underemployment and poverty; utilize local raw materials output; expansion and transformation of indigenous technology among others. In the same vein, Onuoha in Duruaku and Njoku (2013) noted that small scale businesses employed about 30 percent of the entire labour force.

Okoro and Dajur (2011) viewed small scale enterprise to be a firm that is managed by its owner and relatively small in size and without complexity in its nature of operations. Small scale businesses in Nigeria can be in the form of manufacturing/constructive industry (small scale industry), small scale farming, and service enterprises which play significant roles and constitute the very basis for mobilizing and utilizing domestic savings and dormant resources.

The skills required for operating a business enterprise such as small scale business are needed for the business to succeed in the competitive market. Hence, skills are practical activities which make one employable, self-reliant and relevant to the society. Okoli in Ezenwafor and Olaniyi (2017) is of the view that individuals must possess various skills that are necessary to enable them start their own enterprises, market the products or services and manage it effectively. On this basis of acquiring various skills, Nwokike (2017) noted that Business Education provides such platform which she stated that "Business Education has the capacity to make the recipient self-reliant if they are exposed to the relevant Business Education skills". In the context of this study, Business Education skills is described as the knowledge and abilities that will enable students to manage its enterprise effectively, stimulate creativity and transform ideas into practical and economic activities for sustainable livelihood. These skills include: accounting skills, management skills, marketing skills and office and information management skills, among others to manage an enterprise (small scale) effectively. Based on the foregoing, the researcher is motivated to carry out an empirical study on perceived skills required for management of small scale enterprises among Business Education undergraduates of Rivers State Universities.

Accounting is an area of study that equips recipients with knowledge, skills and attitude necessary for efficient financial calculation required for occupational competence, and economic activities of an organization. Accounting is described as the "language of business" meaning that accounting is the information system that measures business activity, processes the data into reports and communicates the results to decision makers (Horngren & Harrison, 2007). Oladele (2009) stated that accounting involves the maintenance of an organization's financial records of revenue and expenditure, as well as accounting for the flow of funds into and out of an organization. Accounting is a dynamic subject, its scope and area of operation has been keeping pace with the changes in socio-economic activities and such requires skills and competency by its users to be able to maintain and keep accurate records (Brown, 2019). Thus, accounting skills has been specified as a contributor to a successful business performance and as such small business owners are instructed to embark on capacity building in accounting skill in the area of financial management, reporting and record-keeping.

The essence of accounting skills is to aid the students identify and solve problems using critical and creative thinking (McMullan & Long, 2003). Critical thinking involves logical thinking, reasoning skills such as comparison, sorting, classification, patterning, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing, while creative thinking involves creating something new or original. Thus, the business owner establishes his or her presence through the

formation of a small scale enterprise by acquiring accounting skills which is of great importance to the development and proper management of small scale enterprises (McMullan & Long, 2003). On this basis, Osuala (2009) noted that the knowledge of fundamental accounting skills is very imperative for sustainable business. In the same vein, Okoye, Uniamikogbo and Adeusi (2017), asserted that for an individual not to be out of business, accounting skills is essential to enable him or her contribute meaningfully to the growth and development of the nation's economy. It is thus, a potent tool for promoting financial prudence and business success as explained by Ibrahim (2017).

The non-possession of these fundamental accounting skills by small scale owners, therefore, constitutes a problem such that, the chances of survival of the business are slim and the probability of imminent failure/collapse become high (Osuala, 2009). In the same vein, Adamu (2009), observed that the inability of some small scale owners to keep financial records negatively affect the growth of their businesses and inability to secure loans from financial institutions and determination of cost and profit. Also, Aremu and Adeyemi (2011) noted that the inadequacy and ineffectiveness of accounting skills and processes have been responsible for untimely collapse of small scale enterprise. Rasak (2012) emphasized that without proper accounting skills, procedure and practice; the business cannot be effectively and successfully managed. Accordingly, Okoye, Uniamikogbo and Adeusi (2017) asserted that the lack of accounting skills for the management of small scale enterprise will affect the owner in such a way that he or she will no longer pay salaries of his or staff, cannot purchase raw materials as consumables, cannot replace equipment or materials and can no longer pay for other utility services. Hence, every individual who wants to operate and manage small scale enterprises effectively should strive to acquire and possess these fundamental skills.

According to Evbodaghe (2009), the accounting profession has been responsible for the spread of financial knowledge that helps business organizations develop the capacity to success. As indicated by Adegite (2010), the accounting profession speaks the language of business as it records all transactions of organizations that have monetary implications. Thus, accounting is that discipline that involves the systematic gathering, classification, recording, analysis, interpretation and transmission of information to assist users make economic decision. In the words of Akande (2011) "for any small scale enterprise to be successful, owners of business must possess appropriate accounting skills and abilities to run the business effectively".

Akpotowoh (2005) identified some of the accounting skills required for successful operation of a business enterprise to include: Knowledge of accounts; Knowledge of costing; Ability to interpret financial statement; Ability to acquire the skill of preparing financial statements; Ability to understand payroll and various deductions; Ability to know gross and net profit; Ability to know sources of funds; Ability to know how to obtain loans; A knowledge of federal, state and local government levies, taxes and regulations; and Acknowledge of factors involved in decision to grant loan by financial houses.

In the same vein, Onoh (2011) identified fundamental accounting skills as those competencies in basic accounting required by a person to function competently, confidently, and successfully in the process of carrying out one's function of recording daily business transactions. These include skills in book-keeping, purchasing and supply, bargaining, determining labour costs, simple budgeting, and keeping of accurate receipts, sales records skills in keeping reliable records, sourcing for market outlets, work in progress records, credit purchases, invoices, cheque payments, keeping customers' records and goods inventory. This implies that the acquisition of fundamental accounting skills will instill on small scale owners a favourable disposition to prudently manage their enterprises in the most profitable manner to achieve the maximum return on capital invested.

Perception of Management Skills Required for the Management of Small Scale Enterprises

Every business regardless of its size (small, medium or large) has to be effectively managed for it to survive, grow and remain sustainable. The result of managing a business effectively is dependent on the level of knowledge, experience and managerial skills of the business owner. Thus, for small scale enterprise to stay alive, management skills is the key (Kibuuka, 2015; Olamide & Adeyemi, 2016). Lowden in Aliyu (2015) explained that the managerial skill which is more relevant to small scale enterprises ought to be looked at the angle of management functions, which he described as: Planning skills - The skill of allocating resources and developing alternatives; Organizing skills -

Designing structure, coordinating parts, arranging delegation, and managing conflict and change in an organization; Leading skills-Implementing decisions, providing climate, forming communications, and developing personnel; and Controlling skills - Establishing standards, measuring performance, taking action and instigating self-control.

According to George and Jones (2001), managerial skill is described as the ability of a manager to perform managerial tasks and/or roles effectively and efficiently. Ezeabi (2017), managerial skills involves getting the right people to accomplish task; ability to delegate authority and responsibility; and ability to coordinate human and material resources among others. Supporting the view of Ezeabi, Kanter in Aliyu (2015) explained that managers have the fundamental duty to mobilize and motivate people to achieve collective goals by defining and communicating tasks, organizing the employees according to their tasks, and providing them an appropriate working environment. Luminita, Anica, Marioara, Daniel and Virgil (2019) summarized the definitions of managerial skills as:

- A set of characteristics that help individuals to achieve better results and to be successful;
- Characteristics needed to carry out the managerial processes necessary to obtain efficient results in the organization;
- Basic features for managerial efficiency;
- Characteristic attitudes of managers by means of which they manage to impose their own style, strategies, techniques, and tools in the organization.

To successfully manage an enterprise, Zuzana and Matej (2007) noted that basic knowledge and skills in management is needed. In this regard, Arul (2009) explained that these basic knowledge and skills are simply acquired than innate. As such, business owners ought to acquire managerial skills that will enable them direct the activities (business) of others and undertake responsibility to achieve objectives. According to Katz in Arul (2009), managers of business enterprise should acquire conceptual, human and technical skills as it revolves around managerial skill. To Katz, these skills highlighted aid the business owner to effectively manage his or her business and is significantly related to their success. Conceptual skills involve the ability of a manager to see the enterprise as a whole and ability to analyse and diagnose the situation, to distinguish between cause and effect (Mullins, 2002). Kunene (2008) asserted that conceptual skills involve recognizing how various functions of the organization depend on one another, and how changes in one part affect others. They extend to visualizing the relationship of the individual business to the industry, the community, and the political, social and economic forces of the nation as a whole. Accordingly, Kibuuka, (2015) explained that conceptual skills comprise of planning skills (goal setting, resource allocation and resource mobilisation) and organising skills (identification, grouping of workers, team building, departmentalisation and delegation).

Human skills refer to the abilities of managers to establish and maintain good contacts with subordinates, superiors, other managers, even with people outside the organization (Luminita, Anica, Marioara, Daniel & Virgil, 2019). Kibuuka (2015) views human skills as the ability to understand others, work with others, lead, motivate and control behaviour of others. To Zuzana and Matej (2007), human skills is also referred to as interpersonal skill which implies the skill of knowing how to lead people, where manager will have the abilities to motivate workers, solve work conflicts and work with people. Thus, developing these abilities allows managers to correctly identify and be sensitive to the needs and motivations of employees so they can avoid potential negative reactions of personnel to their actions and can determine its full involvement in meeting the organization's goals. Lastly, technical skills involve understanding and competence in a particular type of activity, especially one based on methods, processes, procedures, or techniques (Luminita, Anica, Marioara, Daniel & Virgil, 2019). In this regard, Zuzana and Matej (2007) emphasized that technical skills is not skill related to technology, such as skills of engineer rather, it represents the managerial skill of using methods like break even analysis in planning or ability to prepare for and structure work in an organization.

Moreso, Whetten and Cameron (2011) categorized managerial skills into three broad categories: (1) Personal skills (knowledge and self-development, management of time and stress, identifying, defining, and solving any problems creatively); (2) Interpersonal skills (conflict management,

motivating and influencing employees, supportive communication, gaining power and influence); and Group skills (creating effective teams, implementing positive changes, empowering employees, and delegating tasks). According to Papula in Zuzana and Matej (2007), the following personal abilities (skills) can predict the future efficiency and success of a manager; Creativity: ability to search and find new solutions; Intuition: be able to predict future development from own experience without analysis; Goal-oriented: be able to set real goals and respect the goal's hierarchy; Responsibility: sense for achieving set goals and objectives; Self-confidence: belief in own strength and ability to achieve goals; Initiative: an effort to look for new possibilities and solutions for reaching set goals; Independence: the courage to make decision based on own judgment; Cautiousness: be able to make decision under stress and unsure conditions; Scrupulosity: support social values and norms; Discipline: self-control and regulation of own behavior; Persistence: tenacity needed to overcome barrier when achieving goals; Optimism: orientation towards positive goals and things in connection with faith in success; Fantasy: creation of visions and imaginations about future

Statement of Problem

It has been observed that Business Education students lack the necessary skills such as accounting, management, marketing and office and information management skills among others for the effective management of small scale enterprise. It is believed that this kind of skills aforementioned will enable the students to become more productive and useful to themselves and the country at large after graduation. Thus, emphasize should be laid in inculcating Business Education skills to its products (students) else the ability to manage small scale enterprises will be ineffective. It is observed that most Business Education students lack the ability to manage small scale enterprises which lies on the following constraints: lack of accounting skills, managerial skills, marketing skills and office and information management skills among others. In this regard, students are seen surrounding private companies and government established enterprises in search of jobs that are extremely few in supply or even non-existent after leaving schools. With so many graduates in the labour market, employers look for evidence of skills which would make an individual stand out from the crowd. In this regard, employers have complained that so many graduates cannot keep simple financial records, take initiative, cannot communicate effectively, operate simple office machine, lack skills to work under pressure among others. As such, getting jobs or even starting, operating and managing their business enterprise seems difficult.

In the last decade there had been growing economic downturn in the country leading to a situation of drop in the capacity of government and corporate organizations to provide employment to graduates of institutions of higher learning. This has been the case with graduates of Business Education from higher institutions (Ibrahim, 2017). The situation has led to a paradigm shift from relying on government jobs to the acquisition of Business Education skills for self-reliance in terms of managing small scale enterprise effectively. On this basis, the researcher is delighted to carry out an empirical study on perceived skills required for management of small scale enterprises among Business Education undergraduates of Rivers State Universities.

Purpose of the Study

The purpose of the study was to investigate perceived skills required for management of small scale enterprises among Business Education undergraduates of Rivers State Universities. Specifically, the study sought to:

- a. Investigate how Business Education undergraduates of Rivers State Universities perceive accounting skills required for the management of small scale enterprises.
- b. Investigate how Business Education undergraduates of Rivers State Universities perceive management skills required for the management of small scale enterprises.

Research Questions

The following research questions guided the study:

2. How do Business Education undergraduates of Rivers State Universities perceive accounting skills required for the management of small scale enterprises?
3. How do Business Education undergraduates of Rivers State Universities perceive management skills required for the management of small scale enterprises?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education on the perception of accounting skills required for the management of small scale enterprises.
2. There is no significant difference in the mean ratings of Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education on the perception of management skills required for the management of small scale enterprises.

METHODS

A descriptive survey research design was adopted in the study. The population of the study comprised of 656 Business Education Students in Rivers State Universities. A sample size of 328 was used in the study. Two purposes of the study, two research questions and two hypotheses guided the study. A structured questionnaire titled “Questionnaire on perceived skills required for management of small scale enterprise among Business Education Undergraduates of Rivers State Universities” was used in collecting the data for the study. Mean and stand deviation was used in analyzing the responses of the respondents while z-test was used to test the hypotheses formulated in the study at 0.05 level of significance.

RESULTS

Research Question 1: *How do Business Education undergraduates of Rivers State Universities perceive accounting skills required for the management of small scale enterprises?*

Table 1: Perception of Accounting Skills Required for the Management of Small Scale Enterprises in Rivers State Universities N = 328

S/N o	Statements	RSU (n = 94)			IAUE (n = 234)		
		\bar{x}_1	SD ₁	Remarks	\bar{x}_2	SD ₂	Remarks
1.	To keep accurate financial records and interpret financial statements	3.67		Highly Perceived	3.68	0.47	Highly Perceived
2.	To source for and obtain loans from financial institutions	3.37	0.47	Moderately Perceived	3.43	0.49	Moderately Perceived
3.	To determine cost and profit of an enterprise	3.74	0.65	Highly Perceived	3.63	0.48	Highly Perceived
4.	Ability to reduce operating expenses of an enterprise	3.18	0.44	Moderately Perceived	3.12	0.79	Moderately Perceived
5.	To purchase raw materials and equipment for an enterprise	3.60	0.79	Highly Perceived	3.50	0.50	Moderately Perceived
6.	To understand payroll and various deductions for payment of salary	3.29	0.57	Moderately Perceived	3.30	0.42	Moderately Perceived
7.	To prepare annually or quarterly budget for an enterprise	2.49	0.77	Lowly Perceived	2.47	1.12	Lowly Perceived
8.	A good knowledge of government regulations as regards to operating an enterprise	3.40	1.13	Moderately Perceived	3.45	0.50	Moderately Perceived
	Total Mean/Std. Dev.=	26.71	5.46		26.58	4.77	
	Grand Mean/Std. Dev.=	3.34	0.68		3.32	0.60	

Source: Field Survey, 2020

The analysis in Table 1 shows Business Education undergraduates' perception of accounting skills required for the management of small scale enterprises. The grand mean scores of 3.34 and 3.32 with standard deviations of 0.68 and 0.60 respectively for Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education shows that the respondents

moderately perceived that accounting skills is required for the management of small scale enterprises.

Research Question 2: *How do Business Education undergraduates of Rivers State Universities perceive management skills required for the management of small scale enterprises?*

Table 2: Perception of Management Skills Required for the Management of Small Scale Enterprises in Rivers State Universities N = 328

S/N	Statements	RSU (n = 94)			IAUE (n = 234)		
		\bar{x}_1	SD ₁	Remarks	\bar{x}_2	SD ₂	Remarks
9.	Ability to coordinate both human and material resources	3.52		Highly Perceived	3.54	0.61	Highly Perceived
10.	Ability to take decision in line with business objectives	3.12	0.61	Moderately Perceived	3.06	0.92	Moderately Perceived
11.	Ability to implement decisions taken to achieve business objectives	3.16	0.91	Moderately Perceived	3.12	0.79	Moderately Perceived
12.	Developing alternatives that will keep the business afloat	3.19	0.95	Moderately Perceived	3.15	0.83	Moderately Perceived
13.	Providing an appropriate working environment that befits the type of business in operation	3.34	0.99	Moderately Perceived	3.23	0.65	Moderately Perceived
14.	Ability to maintain good contacts with customers	3.68	0.55	Highly Perceived	3.50	0.50	Highly Perceived
15.	Ability to solve problems creatively	2.28	1.71	Lowly Perceived	2.21	1.13	Lowly Perceived
	Total Mean/Std. Dev.=	22.28	6.46		21.18	5.43	
	Grand Mean/Std. Dev.=	3.18	0.92		3.12	0.78	

Source: Field Survey, 2020

The analysis in Table 2 shows item-by-item analyses of responses on undergraduate perception of management skills required for the management of small scale enterprise. The analyses reveal that respondents from both institutions highly perceived ability to coordinate both human and material resources as a managerial skill required for small scale enterprise with mean responses of 3.52 and 3.54 respectively. It also reveals that respondents from both institutions lowly perceived ability to solve problems creatively as a management skill required for small scale enterprises. The grand mean scores of 3.18 and 3.12 with standard deviations of 0.92 and 0.78 respectively for Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education shows that the respondents moderately perceived on how management skills is required for the management of small scale enterprises.

Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education on the perception of accounting skills required for the management of small scale enterprises.

Table 3: z-test of Difference between RSU and IAUE Business Education Undergraduates on the Perception of Accounting Skills required for the Management of Small Scale Enterprises

Respondents	N	\bar{x}	SD	DF	P	Z-CAL	Z-CRIT	Decision
RSU	94	3.34	0.68					
IAUE	234	3.32	0.60	326	0.05	0.25	1.96	Accepted

Source: Field Survey, 2020

Table 3 showed that z-cal value of 0.25 was less than z-critical value of 1.96 at 0.05 level of significance; hence the null hypothesis of no significant difference in the mean ratings of Business Education undergraduates in RSU and IAUE on the perception of accounting skills required for the management of small scale enterprises was accepted. This implies that Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education perceived accounting skills as required for the management of small scale enterprises.

Hypothesis 2: There is no significant difference in the mean ratings of Business Education undergraduates in Rivers State University and Ignatius Ajuru University of Education on the perception of management skills required for the management of small scale enterprises.

Table 4: z-test of Difference between RSU and IAUE Business Education Undergraduates on the Perception of Management Skills required for the Management of Small Scale Enterprises

Respondents	N	\bar{x}	SD	DF	P	Z-CAL	Z-CRIT	Decision
RSU	94	3.18	0.92	326	0.05	0.56	1.96	Accepted
IAUE	234	3.12	0.78					

Source: Field Survey, 2020

Table 4 showed that z-cal value of 0.56 was less than z-critical value of 1.96 at 0.05 level of significance; hence the null hypothesis of no significant difference in the mean ratings of Business Education undergraduates in RSU and IAUE on the perception of management skills required for the management of small scale enterprises was accepted. This implies that management skills are required for the management of small scale enterprises.

DISCUSSION OF FINDINGS

The findings of the study were discussed under each research question as raised in chapter one.

Perception of Accounting Skills Required for the Management of Small Scale Enterprises in Rivers State Universities

The data collated from research question one showed that Business Education undergraduates of Rivers State Universities moderately perceived accounting skills as a requirement for the management of small scale enterprises. This was in agreement with Osuala (2009) who noted that the knowledge of fundamental accounting skills is very imperative for sustainable business. Agreeing with Osuala's view on the positive effect of accounting skills, Onoh (2011) posited that small scale owners will prudently manage their enterprises in the most profitable manner to achieve the maximum return on capital invested. Supporting the opinions of Osuala and Onoh, Okoye, Uniamikogbo and Adeusi (2017) asserted that accounting skills will promote in Business Education students good financial management, which is aimed at ensuring that there is adequate cash on hand to meet the necessary current and capital expenditures as well as to assist in maximizing growth and profits of small scale enterprise. Based on the views of Osuala and Onoh, Okoye, Uniamikogbo and Adeusi (2017), Ibrahim (2017) posited that accounting skills is a potent tool for promoting financial prudence and business success. Consequently, the view of Rasak (2012) shows the importance of inculcating accounting skills to Business Education students in Rivers State Universities; emphasizing that without proper accounting skills, procedure and practice, running and managing a small scale business cannot be successful. Also, supporting Rasak's view, Okoye, Uniamikogbo and Adeusi (2017) asserted that the lack of accounting skills for the management of small scale enterprise will affect the owner in such a way that he or she will no longer pay salaries of his or staff, cannot purchase raw materials as consumables, cannot replace equipment or materials and can no longer pay for other utility services.

Hypotheses one revealed that there is no significant difference in the mean ratings of Business Education students in RSU and IAUE on the perception of accounting skills required for the management of small scale enterprise. Based on the respondents view, the researcher is of the

opinion that individuals especially Business Education students should strive to acquire and possess accounting skills in order to operate and manage small scale enterprise effectively.

Perception of Management Skills Required for the Management of Small Scale Enterprises in Rivers State Universities

Based on the result obtained in Table 2, it was discovered that management skills is required for the management of small scale enterprises as moderately perceived by Business Education undergraduates of Rivers State Universities. This finding is in line with the view of Arul (2009) who explained that management skills enable small scale owners to direct the activities in business and undertake responsibility to achieve objectives. Supporting Arul's view, Lowden in Aliyu (2015) highlighted that managerial skills is relevant for the effective management of small scale business when the owner is able to plan, organize, lead and control. In agreement with the view of Arul, Lowden in Aliyu, Kibuuka (2015), and Olamide and Adeyemi (2016), noted that for small scale enterprise to stay alive, management skills is the key. Based on Arul, Lowden in Aliyu, Kibuuka, Olamide and Adeyemi opinion, Ezeabi (2017) posited that with managerial skills the business owner will be able to get the right people to accomplish task, delegate authority and responsibility and coordinate human and material resources among others.

Hypotheses two revealed that there is no significant difference in the mean ratings of Business Education undergraduates in RSU and IAUE on the perception of management skills required for the management of small scale enterprise. Based on the respondents view, the researcher is of the opinion that management skills acquired should be practiced by small scale owners to achieve the aims and objectives of setting up the enterprise for positive results.

CONCLUSION

Based on the findings of this study, the researcher concluded that the following skills acquired by Business Education undergraduates such as accounting skills, management skills, marketing skills, and office and information management skills is required for the management of small scale enterprises. The respondents' perception which is moderately perceived indicates that these skills are required for the management of small scale enterprise.

RECOMMENDATIONS

The following recommendations are put forward by the researcher based on the findings of the study;

1. The SME Unit of the Ministry of Commerce and Industry in collaboration with Business Education department should constantly organize seminars, conferences and workshops to sensitize and orientate her students and Business Educators on development of various skills and updating of knowledge in the various options in Business Education in tandem with the management of small scale enterprise during and after graduation.
2. Excursions should be organized by Business Education department periodically for her students as to expose and relate theoretical knowledge with practical activities in the business environment.

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