



Business Educators Perceived Entrepreneurial Skills Required For Self-Sustainability Among Business Education Graduates Of Public Tertiary Institutions

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ABSTRACT

The study was carried out to investigate business educators perceived entrepreneurial skills required for self-sustainability among business education graduates of public tertiary institutions in South East Nigeria. Two purposes and corresponding research questions guided the study, while two null hypotheses guided the study. Survey research design was adopted for the study. The population of the study was 242 business educators in public tertiary institutions in South East Nigeria. The entire population of 242 business educators was used for the study; data was collected using -structured questionnaire titled “Business Educators Perceived Entrepreneurial Skills Required by Graduates of Business Education for self –sustainability (BEPESRGBESS). The instrument was validated by three experts and all suggestions made by the experts were incorporated into the final copy of the questionnaire which was used for data collection, Cronbach alpha reliability test which yielded a coefficient of 0.92 was used for the study. Two hundred and forty two copies of the questionnaires were administered to the respondents by the researcher with the help of five research assistants. Out of the 242 copies of questionnaire administered, 231 copies were retrieved. The data collected were analyzed using mean and standard deviation, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that business educators in south east public tertiary institutions agreed that innovative skills and practical skill are required by business education graduates for self-sustainability in public tertiary institutions. Based on the findings, it was recommended that school management should establish functional skills acquisition center for student intensive practice before graduation, student should be willing to cultivate keen interest in the acquisition of entrepreneurial skills and competencies.

Keywords: Business Educators, Entrepreneurial Skills, Self-Sustainability

INTRODUCTION

In recent time, the educational system seems to be losing its value and role in the society. Initially graduates of tertiary institutions easily secure job immediately after graduation, but it is now a tale of the past. Many graduates despite their area of specialization roam on the major streets of urban and rural area looking for non-existing white collar job. Graduates, parents, educators, stakeholders as well as other

concerned citizens are disturbed in the face of this graduates unemployment syndrome in Nigeria. This experience is not only peculiar to Nigeria, it is a global socio-economic challenge. Thus, Adebisi (2014), noted that the education system to many scholars seem to have lost its value, this has affected the nation's economy due to its inability to provide job for the teeming graduates who are shunned out of the institutions on yearly basis with the hope of getting employment opportunities. Adebisi further noted that even with the available job, in some cases, the aspiring graduates are found without the pre-requisite job employment skills.

The educational system unfortunately has failed to adequately provide the graduates with employability competencies. Thus, the high rate of unemployment among graduates has caused social vices such as kidnapping, armed robbery, prostitution, among other vices. In view of this, graduates of tertiary institutions especially those in business education, need to be oriented on the importance of entrepreneurial skill acquisition.

Offia and Ekoh (2016) are of the view that Entrepreneurial skill is the ability of an individual to acquire and turn ideas into action either by formal entrepreneurial education or through craftsmanship. It includes creativity, innovation and risk taking, as well as ability to plan and manage projects in order to achieve set objectives. Entrepreneurship education according to Bechard and Toulouse in Unachukwe (2009) is the collection of formalized teaching that informs, trains, and educates anyone interested in business creation or small business development. Idada, Okosun, Anolu, Atagana and Aiwansedo (2011), are also of the view that Entrepreneurship education is the kind of education given to its recipient with the aim of developing Entrepreneurship qualities in order to successfully run a business enterprise.

The emphasis on entrepreneurial education in Nigeria is as a result of the present socio-economic scenario of unemployment in Nigeria. Entrepreneurship education has been emphasized as a dependable measure in remedying the scourge of graduate unemployment in our society. The graduates while in school are expected to gain the knowledge, skills and competencies to operate business enterprises. Iheneme (2009) is of the view that Nigeria needs youths that have acquired the right entrepreneurial knowledge, skills and competencies that will make them to be self reliant. The youths according to Iheneme need these skills to be successful in their entrepreneurial activities. This will help them to promote peace and improve the quality of life among the youths.

Entrepreneurial skills do not depend solely on one's fundamental innate capacity but could be developed through education, or through specific vocational training for entrepreneurial skill acquisition. Education system lies in the heart of every society. It is a veritable tool for enhancing economic growth and national development. It is seen as the cornerstone of development because it forms the basis for literacy, skill acquisition and technological advancement including knowledge, skills and attitude needed for entrepreneurial break through. Ayara in Antal and Anam (2009) asserted that education creates better citizens and helps to upgrade the general standard of living in a society. The education sector in any country is very important because it supplies the skilled manpower for the achievement of national economic goals and objectives. In view of this, Adeogun (2010), noted that education is a major instrument for tackling unemployment. He also noted that one of the major aims of education is the development of intellectual capacity of individuals to understand and appreciate their environment, and the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of a particular society. Unfortunately, the possession of tertiary institution degrees is no longer a guarantee for employment as many young graduates continue to roam the streets of urban and rural centers in search of jobs. This has led to a general feeling of despondency among them.

Ezeani (2013) noted that the core entrepreneurial skills needed by business education graduates include: Innovative skills, practical skills, Information and Communication Technology skills, marketing skills, accounting and office management skills. Innovation is the introduction of novelty in a given market or industry, such as new products, services, methods source of supply or organization. Shepherd (2009), noted that innovation skills enable an entrepreneur to act on the opportunities in ways that result in competitive advantage for enterprises. It provides the bases for business growth, as well as impacting positively on society generally. Nnachi (2014) noted that innovation is one of the basic skills that is

needed by an entrepreneur in other to run a successful business enterprise. He further noted that innovation is the means by which an entrepreneur introduces new idea in his business enterprises. Sabir (2013) also noted that innovation is the bedrock of the successful marketing of products in a competitive market. A study conducted by Orhena, Egbule and Utebor (2017) found that creative and innovative skills were required by business education students of tertiary institutions, they recommended that business education students should engage in academic and business activities which will help to develop their creative and innovative skills.

Ezeji in Udo (2015) noted that the acquisition of practical skills is a means of increasing the productive power of any nations. He further opined that the Nigerian society should recognize the fact that every citizen should be equipped with requisite skills in other to contribute positively to the growth of this nation. The acquisition of practical skills is important because when efficient and skillful hands are employed in any field of human endeavor, high productivity is usually achieved. Okechukwu (2009) also reported that practical skills aid in administrative management and delivery of quality services. He further noted that practical skills play a vital role in business location, recruitment of staff, identification of product, motivation of staff, human capital development, duty and discipline of staff and determining welfare of staff. Okorie and Ezeji also in Udo (2015) noted that the behavior of an individual in a society may be influenced by the skills and competencies possessed by such individual, the acquisition of practical skills help individual to be self reliant their by reducing the rate of criminal activities such as armed robbery, kidnapping and other social vices among youths

The above skills as noted by Ezeani, can actually make business education graduates to be self-reliant, this is in line with Ogundola (2016), who also noted that entrepreneurship education involves encouraging creative thinking, promoting skills and talents and also making its recipients competent, self-employed and also to have positive perception about entrepreneurship. If one has a positive perception toward entrepreneurship, he is most likely to engage in entrepreneurial activity regardless of the gender (Gem, 2010).

Gender is synonymous to sex (male & female), it connotes attitudes, feelings and behaviors that a given culture associates with a person's biological sex. Nnachi (2014), who carried out a study on the role of creativity and innovation in business growth and sustainability, and found out that there is no significant difference in the mean responses of respondents based on gender. Shane and Khurana (2013) also carried out a study on the effectiveness of career experience on the formation of a new firm and found out that there is no significant difference in the mean responses of male and female on the practical skills needed for formation of new firm

Public tertiary institution is most often owned by both federal and state government, the Federal government own all federal tertiary institution and has one visitor who happens to be the president Subvention for federal tertiary institutions are usually from federal government, appointments of heads of the institution and its governing council is usually from federal government as well. Tertiary institutions in state are owned by state government, it has the state governor as its visitor and appointment of heads of the institutions and governing body are always from the visitor. State owned tertiary institutions usually get it's subvention from the state government while most of the counterpart fund do come from the federal government.

Statement of the Problem

Graduates population in Nigeria has been on a steady increase with little or no job opportunities available for graduates who keep increasing on yearly basis. This has caused unemployment with many graduates roaming streets looking for non-existing job opportunities. Tertiary institutions in Nigeria had tremendous expansions with increase in number of graduates on yearly basis, but unfortunately most of these graduates are unemployable because they lack the required entrepreneurial skills needed to be self-reliant. Agu (2012) is of the view that the situation of graduate unemployment has resulted in youth restiveness in the form of kidnapping, prostitution, armed robbery, political thuggery and advanced free Fraud. He further noted that an appraisal of the situation shows that most of these graduates engage in these activities because they lack requisite skills that will enable them become self employed. This

pathetic situation has prompted the introduction of entrepreneurship education as a compulsory course in general studies that cut across all disciplines in tertiary institutions in Nigerian. This equally has led to the establishment of entrepreneurship centers in almost all tertiary institutions in Nigeria. All these efforts are targeted at enabling the would-be graduates to acquire self-sustainable skills in the face of the socio-economic challenge of graduate unemployment in Nigeria. In view of this scenario this study is therefore, designed to ascertain Business educators perceived entrepreneurial skills required for self sustainability among business education graduates in public tertiary institution in South East of Nigeria.

Purpose of the Study

The main purpose of this study was to ascertain business educators perceived entrepreneurial skills required for self-sustainability among graduates of business education in public tertiary institutions in South East Nigeria. Specifically the study sought to find out the:

1. Entrepreneurial Innovative skills required of business education graduates for self-sustainability
2. Entrepreneurial Practical skills required of business education graduates for self-sustainability

Research Questions

The following research questions guided the study:

1. What are the entrepreneurial innovative skills required by business education graduates for self-sustainability in public tertiary institutions in South East Nigeria.
2. What are the entrepreneurial practical skills required by business education graduates for self-sustainability in public tertiary institutions in South East Nigeria.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significant.

Ho₁: There is no significant difference in the mean responses of business educators on entrepreneurial innovative skills required by graduates of business education for self sustainability in public tertiary institutions in South-East, Nigeria based on gender.

Ho₂: There is no significant difference in the mean responses of business educators on entrepreneurial practical skills required by graduates of business education for self sustainability in public tertiary institutions in South-East, Nigeria based on gender.

METHODOLOGY

The design of this study was a descriptive survey. The study was carried out in public universities polytechnics and colleges of Education that offer Business Education program in South East Nigeria. South East is made up of five States namely: Anambra, Abia, Enugu, Ebonyi and Imo State. The States are tropically and equatorially located at the coastal region of Nigeria. The population of the study consists of two hundred and forty two business educators in public tertiary institutions in South East Nigeria. The entire population of two hundred and forty two (242) business educators in public tertiary institutions in South East Nigeria was used because of its manageable size. The instrument used for data collection was a structured questionnaire titled "Business Educators Perceived Entrepreneurial Skills Required by Graduates of Business Education for self –sustainability (BEPESRGBESS). The instrument was validated by three experts and all suggestions made by the experts were incorporated into the final copy of the questionnaire which was used for data collection, Cronbach alpha reliability test which yielded a coefficient of 0.92 was used for the study. Two hundred and forty two copies of the questionnaires was administered to the respondents by the researcher with the help of five research assistants. Out of the 242 copies of questionnaire administered, 231 copies were retrieved. The data collected were analyzed using mean and standard deviation, while t-test was used to test the null hypotheses.

RESULTS

Research Question 1: *What are the entrepreneurial innovative skills required by business education graduates for self-sustainability in South East Nigeria?*

Data obtained from answering the above research questions are contained in Table 1 below.

Table 1: Mean and Standard Deviation of Entrepreneurial Innovative Skills Required by Business Education Graduates for Self-Sustainability

| S/N | Innovative Skills | N | \bar{x} | SD | Decision |
|-----|---|-----|-------------|-------------|---------------|
| | Ability to: | | | | |
| 1. | Generate new business idea | 231 | 3.40 | 0.79 | Agreed |
| 2. | Think independently | 231 | 3.45 | 0.76 | Agreed |
| 3. | Visualize viable business ventures | 231 | 3.23 | 0.68 | Agreed |
| 4. | Create new ideas in business | 231 | 3.08 | 0.65 | Agreed |
| 5. | Discover new ways of solving problems | 231 | 3.06 | 0.69 | Agreed |
| 6. | Apply new ideas in different situation | 231 | 2.79 | 0.81 | Agreed |
| 7. | Apply new method of doing things | 231 | 2.93 | 0.80 | Agreed |
| 8. | Demonstrate logical reasoning in solving complex problems | 231 | 3.09 | 0.91 | Agreed |
| 9. | Think critically in business issues | 231 | 3.18 | 0.91 | Agreed |
| 10. | Visualize the need of customers | 231 | 2.93 | 0.72 | Agreed |
| 11. | Embark on business promotion | 231 | 3.01 | 0.72 | Agreed |
| 12. | Employ strategies that will make business enterprise to be successful | 231 | 2.95 | 0.80 | Agreed |
| 13. | Identify the current trend in business | 231 | 2.89 | 0.80 | Agreed |
| | Grand Mean | | 3.07 | 0.65 | Agreed |

The analysis in Table 1 shows the grand mean of 3.07 of which indicates that Business educators agreed that innovative skills are required by graduates of business education for self reliance. This is because the result as shown in table one above obtained a mean (\bar{x}) value of 3.07 which is greater than 2.50 that is the bench mark for acceptance. The item by item analysis shows items 1,2,3,4,5,8,9; and 11 with mean ranging from 301-3.45 and item 6, 7,10,12 and 13, with mean ranging from 2.79-2.93 respectively, indicating that business educators agreed that innovative skills are required by graduates of business education for self-sustainability. The standard deviation of the 13 items ranged from 0.65-0.91 which is an indication that the responses of the respondents were close to each other.

Research Question 2: *What are the entrepreneurial practical skills required by graduates of business education for self-sustainability in South East Nigeria?*

Data obtained from answering the above research questions are contained in Table 2 below.

Tale 2: Mean and Standard Deviation of Practical Skills Required by Graduates of Business Education for Self-Sustainability.

| S/N | Innovative Skills | N | \bar{x} | SD | Decision |
|-----|--|-----|-------------|-------------|---------------|
| | Ability to: | | | | |
| 1. | Demonstrate good level of proficiency in general calculation | 231 | 3.12 | 0.72 | Agreed |
| 2. | Be self-confident in business decision | 231 | 3.13 | 0.77 | Agreed |
| 3. | Be proficient in business related activities | 231 | 3.29 | 0.80 | Agreed |
| 4. | Bear risk in business | 231 | 3.34 | 0.80 | Agreed |
| 5. | Stand pressure in business crises | 231 | 3.01 | 0.79 | Agreed |
| 6. | Control difficult situation | 231 | 3.17 | 0.79 | Agreed |
| 7. | Withstand business set back | 231 | 3.26 | 0.78 | Agreed |
| 8. | Be courageous to take business challenges | 231 | 3.27 | 0.76 | Agreed |
| 9. | Be good in time management | 231 | 3.17 | 0.77 | Agreed |
| 10. | Follow job specification for good performance | 231 | 3.03 | 0.79 | Agreed |
| | Grand Mean | | 3.18 | 0.77 | Agreed |

The data presented in Table 2 revealed that the mean ratings of respondents on the ten items 1,2,3,4,5,6,7,8,9,10 ranges from 3.01 to 3.34. This indicates that business educators agreed that practical skills are required by graduates of business education for self-sustainability. The standard deviation of the ten (10) items also ranged from 0.72 to 0.80 which indicates that the respondents were close to each other.

Test of Hypotheses

Ho₁: There is no significant difference in the mean responses of business educators on entrepreneurial innovative skills required by graduates of business education for self sustainability in South-East, Nigeria based on gender.

Table 7: t-test Analysis of the Mean Rating of Business Educators on entrepreneurial Innovative Skills Required by Graduates of Business Education Based on Gender

| S/N | Gender | N | \bar{x} | SD | DF | t-cal | t-crit | Decision | Remarks |
|-----------------------|--------|-----|-----------|------|-----|-------|--------|-----------------------|-----------------|
| 1. | Male | 110 | 3.11 | 0.86 | 229 | 2.63 | 1.96 | Reject H _o | Significant |
| | Female | 121 | 3.66 | 0.61 | | | | | |
| 2. | Male | 110 | 3.26 | 0.77 | 229 | 1.70 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 3.62 | 0.72 | | | | | |
| 3. | Male | 110 | 3.10 | 0.77 | 229 | 2.68 | 1.96 | Reject H _o | Significant |
| | Female | 121 | 3.34 | 0.57 | | | | | |
| 4. | Male | 110 | 2.90 | 0.71 | 229 | 1.93 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 3.23 | 0.56 | | | | | |
| 5. | Male | 110 | 2.94 | 0.81 | 229 | 2.53 | 1.96 | Reject H _o | Significant |
| | Female | 121 | 3.17 | 0.54 | | | | | |
| 6. | Male | 110 | 2.84 | 0.83 | 229 | 0.87 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 2.75 | 0.78 | | | | | |
| 7. | Male | 110 | 2.86 | 0.81 | 229 | 1.20 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 2.99 | 0.80 | | | | | |
| 8. | Male | 110 | 2.78 | 0.85 | 229 | 2.15 | 1.96 | Reject H _o | Significant |
| | Female | 121 | 3.37 | 0.88 | | | | | |
| 9. | Male | 110 | 2.96 | 0.85 | 229 | 1.97 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 3.38 | 0.76 | | | | | |
| 10. | Male | 110 | 2.98 | 0.85 | 229 | 0.79 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 2.89 | 0.85 | | | | | |
| 11. | Male | 110 | 2.91 | 0.81 | 229 | 2.00 | 1.96 | Reject H _o | Significant |
| | Female | 121 | 3.10 | 0.61 | | | | | |
| 12. | Male | 110 | 2.91 | 0.88 | 229 | 0.69 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 2.99 | 0.71 | | | | | |
| 13. | Male | 110 | 2.82 | 0.84 | 229 | 1.16 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 2.95 | 0.76 | | | | | |
| t-test summary | Male | 110 | 2.95 | 0.81 | 229 | 1.71 | 1.96 | Accept H _o | Not Significant |
| | Female | 121 | 3.18 | 0.77 | | | | | |

The data presented in Table 3 revealed the calculated t-values of the mean rating of business educators on innovative skills required by graduates of business education. An observation of the summary of the calculated t-value in table 7 above shows that the calculated t-value (1.71) is less than the critical t-value (1.96) at 0.05 level of significance. The null hypothesis is accepted while the alternate hypothesis is however rejected. The result therefore is that the mean rating of business educators on innovative skills required by graduates of business education does not significantly differ based on gender.

H₀₂: There is no significant difference in the mean responses of business educators on entrepreneurial practical skills required by graduates of business education for self sustainability in South-East, Nigeria based on gender.

Table 8: t-test Analysis of the Mean Rating of Business Educators on entrepreneurial Practical Skills Required by Graduates of Business Education Based on Gender

| S/N | Variables | N | \bar{x} | SD | DF | t-cal | t-crit | Decision | Remarks |
|-----------------------|-----------|-----|-----------|------|-----|-------|--------|-----------------------|-----------------|
| 1. | Male | 110 | 3.09 | 0.76 | 229 | 0.77 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 3.16 | 0.69 | | | | | |
| 2. | Male | 110 | 3.15 | 0.88 | 229 | 0.47 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 3.13 | 0.65 | | | | | |
| 3. | Male | 110 | 3.43 | 0.80 | 229 | 2.88 | 1.96 | Reject H ₀ | Significant |
| | Female | 121 | 3.17 | 0.78 | | | | | |
| 4. | Male | 110 | 3.49 | 0.84 | 229 | 1.09 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 2.78 | 0.74 | | | | | |
| 5. | Male | 110 | 3.22 | 0.89 | 229 | 1.38 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 2.82 | 0.62 | | | | | |
| 6. | Male | 110 | 3.49 | 0.79 | 229 | 2.01 | 1.96 | Reject H ₀ | Significant |
| | Female | 121 | 3.04 | 0.64 | | | | | |
| 7. | Male | 110 | 3.46 | 0.81 | 229 | 2.15 | 1.96 | Reject H ₀ | Significant |
| | Female | 121 | 3.14 | 0.70 | | | | | |
| 8. | Male | 110 | 3.38 | 0.78 | 229 | 2.42 | 1.96 | Reject H ₀ | Significant |
| | Female | 121 | 3.20 | 0.73 | | | | | |
| 9. | Male | 110 | 3.14 | 0.77 | 229 | 0.58 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 2.97 | 0.78 | | | | | |
| 10. | Male | 110 | 3.09 | 0.85 | 229 | 1.13 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 2.99 | 0.73 | | | | | |
| t-test summary | Male | 110 | 3.04 | 0.81 | 229 | 1.48 | 1.96 | Accept H ₀ | Not Significant |
| | Female | 121 | 3.61 | 0.70 | | | | | |

Data presented in Table 4 revealed the calculated t-value of the mean rating of business educators on practical skills required by graduates of business education. An observation on the summary of the calculated t-value (1.48) is less than the critical t-value (1.96) at 0.05 level of significance. The null hypothesis is therefore accepted while the alternate hypothesis is however rejected. The result show that the mean rating of business educators on practical skills required by graduates of business education does not significantly differ based on gender.

DISCUSSION

The findings of this study in research question one shows that the following items agreed that entrepreneurial innovative skills are required by graduates of business education for self-reliability, Ability to: generate new business idea, think independently, visualize viable business ventures, create new idea that will improve an existing business, discover new ways of solving problems, apply new ideas in different situation, apply new method of doing things, demonstrate logical reasoning in solving complex problems, think critically in business issues, visualize the need of customers, embark on business promotion, employ strategies that will make business enterprises to be successful, identify the current trend in the business. These findings corroborated with the report of Nnachi (2014), which stated that innovation is one of the basic skills that is needed by an entrepreneur in other to run a successful business enterprise. He further noted that innovation is the means by which an entrepreneur introduces new idea in his business enterprises. Sabir (2013) also noted that innovation is the bedrock of the successful marketing of products in a competitive market. The findings of this study is also in line with the findings of Orhena, Egbule and Utebor (2017), who in their study found that creative and innovative skills were required by business education students of tertiary institutions, they recommended that business education students should engage in academic and business activities which will help to develop their creative and innovative skills. The findings of the hypothesis tested showed that there is no significant difference in the mean responses of male and female business educators regarding entrepreneurial innovative skills required by graduates of business education for self-sustainability in public tertiary institutions in south-east, Nigeria. The finding conformed to that of Nnachi (2014), who carried out a study on the role of creativity and innovation in business growth and sustainability, and found out that there is no significant difference in the mean responses of respondents based on gender.

The findings of this study in respect to the second research question revealed that the following items agreed that entrepreneurial practical skills is required by graduates of business education for self-sustainability, Ability to: demonstrate good level of proficiency in general calculation, be self-confident in business decision, be proficient in business related activities, bear risk in business, stand pressure in business crises, control difficult situations, withstand business set back, be courageous to take business challenges, good in time management in business, follow job specification for good performance. These findings corroborated with the report of Ezeji in Udo (2015) who is of the view that the acquisition of practical skills is a means of increasing the productive power of any nations. He further noted that the Nigerian society should recognize the fact that every citizen should be equipped with requisite skills in other to contribute positively to the growth of this nation. The acquisition of practical skills is important because when efficient and skillful hands are employed in any field of human endeavor, high productivity is usually achieved. Okechukwu (2009) also reported that practical skills aid in administrative management and delivery of quality services. He further noted that practical skills play a vital role in business location, recruitment of staff, identification of product, motivation of staff, human capital development, duty and discipline of staff and determining welfare of staff. Okorie and Ezeji also in Udo (2015) noted that the behavior of an individual in a society may be influenced by the skills and competencies possessed by such individual, the acquisition of practical skills help individual to be self-reliant their by reducing the rate of criminal activities such as armed robbery, kidnapping and other social vices among youths. The findings of the hypothesis tested showed that there is no significant difference in the mean responses of male and female business educators regarding entrepreneurial practical skills required by graduates of business education for self-sustainability in public tertiary institutions in south-east, Nigeria. The findings conformed to that of Shane and Khurana (2013) who carried out a study on the effectiveness of career experience on the formation of a new firm and found out that there is no significant difference in the mean responses of male and female on the practical skills needed for formation of new firm.

CONCLUSION

The study investigated business educators perceived entrepreneurial skills required for self sustainability among business education graduates of public tertiary institutions in South East Nigeria. Based on the data presented and analyzed, it was found that all the thirteen identified innovative skills and ten identified practical skills were perceived required by graduates of business education for self-sustainability in Nigeria. Based on the findings it was concluded that business education curriculum in Nigeria tertiary institutions need to be reviewed to integrate the various skills in entrepreneurship education. The need to review business education curriculum especially at the tertiary level is essential in other to keep pace with the technological advancement and change in our society. There is also need for business educators to keep updating their knowledge and skills in other to keep pace with the current trends in our dynamic society.

RECOMMENDATIONS

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

1. The curriculum planners should include the teaching of entrepreneurial innovative and practical skills in the various curriculums in tertiary institutions.
2. Students should be willing to cultivate keen interest in the acquisition of practical skills and competencies.
3. School management should establish functional skill acquisition center for students intensive and practice before graduation

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