

Influence of Business Skills on Entrepreneurial Intention among Business Education Students in Colleges of Education in Bauchi State

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Abstract: This study determined the influence of business skills on the entrepreneurial intention of business education students at Colleges of Education in Bauchi State. The researcher adopted a survey research design. The population of the study consisted of all the six (6) approved Colleges of Education within Bauchi State. The sample size was determined using Taro Yamane's formula. A structured questionnaire was used in collecting the data and was analyzed using both descriptive (mean and standard deviation) and inferential statistics (multiple regression). Findings from the study revealed that; there is a significant positive relationship between management, planning, marketing, decision-making skills, and entrepreneurial intention of Business Education Students at colleges of education in Bauchi state. The study also found that accounting skill has a statistically positive significant relationship with entrepreneurial intention. Based on the findings of the study, it was recommended that; colleges of education should adopt instructional methods that equip students with management, planning, marketing, decision-making, and accounting skills. The instructional methods should ensure that students become disciplined and creative individuals who are change-oriented and resilient.

Keywords: Influence, Business skills, Entrepreneurial intentions, Colleges of Education

1. Introduction

Entrepreneurial intention can be improved by providing entrepreneurial education in vocational colleges to encourage an entrepreneurial mindset and increase entrepreneurial knowledge. To clarify, entrepreneurial intention highlights the importance of involving students in the learning of entrepreneurial subjects and skills, as it can foster their internal motivation and build confidence towards starting their business venture, rather than solely relying on job searching after graduation (Masri et al., 2021). Vocational colleges of education now provide entrepreneurial education to improve students' entrepreneurial intentions (Niu et al., 2022). As a result, the entrepreneurial intention of students increases after participating in entrepreneurship education and engaging in practical business classes (Mukhtar et al., 2021). It, in turn, provides students with skills and management training that can improve their entrepreneurial knowledge, encourage an entrepreneurial mindset, enhance their understanding

of management, and increase their entrepreneurial intention at last. Research suggests that students from colleges who undergo entrepreneurial education tend to have higher entrepreneurial intentions compared to those who do not receive such education (Masri et al., 2021). This may also stimulate a growing interest in pursuing an entrepreneurial career among colleges of education students around the world.

In Nigeria, the focus on entrepreneurship and business skills acquisition is aimed at developing entrepreneurial intention and improving the attitudes of the youth towards starting their businesses (Ezenwanne, 2023). Hence, the development of entrepreneurial intentions serves as a prerequisite for entrepreneurial behaviour, especially among college students (Chilangwa et al., 2023). Developing entrepreneurial intention and skills among students can contribute to sustainable development and economic progress by promoting innovation, creating job opportunities, and fostering economic growth (Ezenwanne, 2023). College of education students with professional business knowledge are increasingly becoming the driving force behind entrepreneurship, and having a strong entrepreneurial intention is beneficial for them to undertake entrepreneurial activities that contribute to social development (Jiang et al., 2022).

1. Statement of the Problem

Entrepreneurial intention can be seen as an individual's mental state to start and operate their own business venture by identifying opportunities and taking risks, based on the acquired business skills. However, there are only a few students who have strong entrepreneurial intentions (Niu et al., 2022). This is partly because, the existing curriculum for innovation and entrepreneurship education in colleges and universities still places greater emphasis on theoretical classes, limiting its effectiveness (Jiang et al., 2022). Only a small percentage of students from colleges have a strong desire to become entrepreneurs, with data from a Chinese entrepreneurship report showing that only 3.1% of vocational college graduates choose flexible employment decision for entrepreneurship due to the high failure rate of startups owing to entrepreneurial intention (Niu et al., 2022).

In Nigeria for instance, graduates of colleges of education lack essential business skills such as digital, creativity, and critical thinking skills for job creation (Kola, 2022) as well as management, planning, marketing, decision-making, and accounting skills for prosperity (Cloete et al., 2023; Iriobe, 2022) especially among female students (Cloete et al., 2023). This has made business skill development in colleges not to be effective in reducing unemployment in Nigeria (Iriobe, 2022) leading to Business Education graduates from colleges of education roaming about the streets of Nigeria in search of white-collar jobs that are not accessible (Olawoyin, 2020). These issues are a result of business education graduates facing the issues of Lack of entrepreneurial competencies, not learning-by-creative-value, lack of acquisition of resources needed to create value, lack of explorative value, importance on theory over practice,

lack of routine, cognitive competencies, practical inadequacy, and lack of pedagogical approaches (Anorue & Madu, 2020).

How young students develop entrepreneurial intentions has been studied to a lesser extent in developing countries such as Nigeria (Ugwueze et al., 2022) even though there is evidence of a lack of entrepreneurial intention among students in tertiary institutions (Ibrahim & Lucky, 2014). This is a result of the lack of financial assistance, bureaucracy, and entrepreneurial education and training in most Developing countries that are lagging in entrepreneurship development (Iriobe, 2022). Furthermore, Graduates of Federal colleges of education face challenges of start-up capital and inadequate business skills in setting up SMEs (Mohammed & Adamu, 2022).

These issues necessitate carrying out this study in Nigeria, especially the northeastern part of the country. With the stated above challenges/problems it is important to gather the related data for successful entrepreneurship development in Bauchi state among students of colleges of education and encourage entrepreneurial intentions of students of colleges of Education in the state. Against this, this present study will attempt to assess the influence of business skills on the entrepreneurial intention of business education students at colleges of education in Bauchi state.

1.2 Aims and Objectives of the Study

The main objective of the study is to determine the influence of business skills on business education students' entrepreneurial intention in Colleges of Education (COE) in Bauchi State. Specifically, the study aimed at determining;

- The extent to which management skills influences business education students' entrepreneurial intention in Colleges of Education in Bauchi state.
- The extent to which planning skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state.
- The extent to which marketing skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state.
- The extent to which decision-making skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state.
- The extent to which accounting skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state.

1.3 Research Questions

The following research questions guided the study.

- To what extent do management skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state?
- To what extent do planning skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state?
- To what extent do marketing skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state?
- To what decision-making skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state?
- To what extent do accounting skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state?

1.4 Research Hypotheses

The following null hypotheses were formulated for this study;

- Management skills have no significant influence on the entrepreneurial intention of business education students at Colleges of Education in Bauchi state.
- Planning skills have no significant influence on the entrepreneurial intention of business education students at Colleges of Education in Bauchi state.
- Marketing skills have no significant influence on the entrepreneurial intention of business education students at Colleges of Education in Bauchi state.
- Decision-making skills have no significant influence on the entrepreneurial intention of business education students at Colleges of Education in Bauchi state.
- Accounting skills have no significant influence on the entrepreneurial intention of business education students at Colleges of Education in Bauchi state.

2.0 Literature Review

This chapter summarizes the information from other researchers who have conducted their research on the subject of Business Skills on Entrepreneurial Intention. The study reviews relevant studies related to the topic under study. Moreover, the chapter discussed the variables under study, empirical review as well and relevant theories to guide the research assumption.

2.1 Theoretical Framework

Theories are formulated to explain, predict, and understand phenomena in relations to the research topic under study. Therefore, one theory was selected to guide this study.

Skill Acquisition Theory

Skill Acquisition Theory was founded by Robert Katz in the Harvard Business Review in 1955 and secondly by Michael Mumford (and associates) more recently in 2000 (Katz, 1955; Richard, 2019). Skill Acquisition Theory studies how people progress in learning a variety of skills, from initial learning to advanced proficiency (DeKeyser, 2015). Skill acquisition theory explains how people learn new abilities and move to higher levels of competency. The theory aims to understand the skills and attributes that generate better and functional business leadership (Richard, 2019).

The Skill Acquisition Theory is a framework that explains how individuals acquire and develop various skills, including cognitive and psychomotor skills, in a range of contexts such as classroom learning, sports, and industry. This theory encompasses both theoretical and practical research, including computational modeling of skill acquisition and the role of skills in a person's cognitive architecture (DeKeyser, 2015; Katz, 1955; Richard, 2019). The theory aims to understand the progression of skills from initial learning to advanced proficiency. It is a comprehensive approach that has implications for various fields, including education and training, sports, and organizational management. It suggests that people learn new abilities and progress to higher levels of competency through a series of stages, from initial knowledge representation to final fluent behavior (Ezenwanne, 2023). This process can be explained by key principles that are common to skill acquisition. They include the technical, human, and conceptual competencies, individual attributes, career experiences, environmental influences, and leadership outcomes skills among others for effective business management (Northouse, 2022),

Individual Attributes, knowledge, General Cognitive Ability, Crystallized Cognitive Ability, Motivation, Personality, Competencies, and Problem-Solving abilities are all needed before the required skill set can be used effectively by an individual (Northouse, 2022). The process of skill development can be seen as a type of learning, and skill acquisition theory describes how people learn new skills and progress to higher levels of competency. This theory suggests that the learning of skills can be routinized and programmed through practice and that adults typically begin learning new skills that are relatively straightforward before progressing to more complex procedures with more practice and exposure (Ezenwanne, 2023). Using the theory, knowledge is acquired through observation and analysis, verbal transmission, and demonstration. Here, the process of skill acquisition typically begins with a learner gaining knowledge about a skill through observation or verbal instruction. This knowledge may be acquired through observing others engaged in skilled behavior or through direct instruction from an expert. In either case, the learner gains a theoretical understanding of the skill before attempting to use it. (DeKeyser, 2015; Katz, 1955).

Skill Acquisition Theory has been applied in various fields, including business research, to understand how individuals acquire skills necessary for success in their roles. In the context of business research, the theory can be used to explain how individuals acquire and develop business-related skills, such as financial management, marketing, and leadership (Ezenwanne,

2023). This theory can also be used to develop training and development programs to enhance the skills of employees in different job positions. Understanding the different stages of skill acquisition, from initial learning to advanced proficiency, can help organizations design effective training programs that cater to the needs of their employees. Skill Acquisition Theory is helpful in the current study as it was found to be applied in various research areas, including organizational behavior, human resource management, and entrepreneurship, among others. Hence this current study is looking into the business skills that can lead to a change in the entrepreneurial intention of students.

2.2 Reviews from the Research Framework

This section of the study will in detail review all the five selected variables of the study under the following headings: Business management skills, planning skills, marketing skills, decision-making skills and accounting skills.

The Concept of Entrepreneurial Intention

Entrepreneurial intention refers to an individual's mental state when setting entrepreneurial goals, and is considered the best predictor of entrepreneurial behavior, with scholars interested in understanding the factors that contribute to it (Niu et al., 2022). It also refers to an individual's subjective evaluation of their potential to engage in entrepreneurial activities in the future (Lim et al., 2021). It is the pledge to start a new business (Bernardus et al., 2020) or the self-belief of individuals to start a new business, and is a behavioral process that involves searching, evaluating, and exploiting business opportunities (Ugwueze et al., 2022). To Irawan et al. (2023), entrepreneurial intention is an individual's mental state or desire to start and operate their business venture by identifying opportunities and taking risks. Thus, it involves the willingness and commitment to pursue entrepreneurship as a career path and the intention to take action toward that goal.

College students' entrepreneurial intentions are noted to be influenced by many factors. For instance, the entrepreneurial intention of college students is influenced by the interplay between their individual psychological characteristics and environmental factors (Bernardus et al., 2020; Lim et al., 2021) to start a new enterprise (Lin et al., 2022). The factors affecting college students' entrepreneurial intentions include individual attributes such as personal innovation ability, gender, major, education, parent's occupation, and university attended, as well as entrepreneurial motivation, success factors such as entrepreneurial opportunities, financial support, family support, government policies, and entrepreneurial environment including economic situations, market environment, support from friends, support from school, support from local government, and social atmosphere (Rak et al., 2023).

Influence of Business Management Skill on Entrepreneurial Intention of Students

Loue and Baronet (2012), define business management skill as a skill that helps in organizing and effectively managing the operations of the business. This skill include: Planning, organizing, supervising, marketing skills, financial management skills, legal skills, administrative skills, high order skills related to learning and problem solving, marketing, human resource management, marketing, networking, operational skills, business planning skills and negotiation skills. 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 (Kanter, 2018). Therefore, a set of individual characteristics specific to managers is needed to influence the achievement of desired performance (Stibli, 2009). Regardless of the type of organization they lead and their hierarchical level, managers must have specific managerial skills, which influence decisively their level of performance and the achievements of their team. Skill stands for the ability, aptitude, deftness, prowess, or competence to perform certain tasks or activities (Manaila, 2014).

Influence of Planning Skill on Entrepreneurial Intention of Students

The concept of planning according to Delmar & Shane (2013) is that it helps make decisions in balancing resources between demands and supply, transform goals into operational steps, and to formulate the expected results. The targets are set to achieve goals that serve the organizations best interests (Thiemo, 2013). These goals can be created by strategic thinking in which a vague articulated vision of direction is given. Thiemo, (2013) also states that planning rests on three fallacies, one being: that prediction is possible, the second that strategy making can be formalized and third: that strategists can be detached from their strategies. There are many studies that support the value of planning in small businesses and for entrepreneurs. In some cases the findings are very conclusive, as stated in the case of Liao & Gartner (2006) that nascent entrepreneurs who complete business plans are 2.6 times more likely to persist in the process of business emergence than entrepreneurs who lacked in planning. Or like Delmar & Shane (2003) who found positive results regarding planning.

However, the research of Berry (1998) states that companies that lacking strategic planning are often the result of entrepreneurs with purely technical skills. This hampered growth and put the company at risk because of failing of strategic awareness. Honig & Karlsson (2014) had conclusive evidence that little results in terms of profitability are found for entrepreneurs that developed business plans during a two-year period. Which is also found by Lange (2017), unless an entrepreneur needed substantial start-up capital from external parties (Lange, Mollov, Pearlmutter, Singh, & Bygrave, 2017)? These contradicting findings may indicate that not only the concept of planning skill is important but other factors play a role in planning and Entrepreneurial success as well.

Influence of Marketing Skill on Entrepreneurial Intention of Students

The concept of marketing skill is gradually becoming an essential part of every existing enterprise of today (Kehine, 2013). Marketing skill is defined by Achumba (2017) as a chosen line of action selected by an organization for pursuing a marketing objective. Marketing management can also be viewed as the art of formulating, implementing, and evaluating cross-functional decisions that will enable an organization to achieve its desired objectives. It must be pointed out here that Marketing involves activities that provide satisfaction to consumers (Kehinde, 2013). It is a matching process. Marketers must recognize and understand consumers' needs and wants and then determine how best to satisfy them. Satisfaction becomes available through the process of exchange in the society. Marketing, with its emphasis on satisfaction, exists because society has needs that must be met and wants that must be satisfied. Thus, the goal of marketing is to facilitate exchange so that satisfaction is increased for all the parties involved (Ibidunni 2014).

According to Yetisan (2015), successful entrepreneurship is anchored on aggressive marketing policies. Sound policy formulation in marketing is an uncommon skill. Policy making involves decision taking, and in marketing, a large number of decisions have to be based on reliable forecasting. A good entrepreneur should be skilful in forecasting price trend, consumer-behaviour, demand and supply trend, size of market, growth rate, and inflation rate. Speculative risk-taking skills and advertising skills are needed. Communication skills belong to sociolinguistic domain, and this includes advertising and marketing skills like linguistic tact such as non-offensive diction, unambiguous lexis and structure, refined syntax, aesthetically appealing language, colourful and flowery epithet. Language of respect, culture-specific expression, timeless or omni-temporal statements, incontrovertible expressions and descriptions, eternal truth and appropriate semiotics should be cultivated (Olaoye, 2019).

Influence of Decision Making Skill on Entrepreneurial Intention of Students

Decision making has been identified as one of the key competencies an entrepreneur must acquire or possess to be able to succeed in any business venture. In the opinion of Nwachukwu (2005), decision making is at core of entrepreneurial activities. Making a decision is one thing and to make a right decision given the circumstances is another. Many individuals have difficulty bringing their ideas to the market and creating new ventures. Yet to practice the act of entrepreneurship by engaging on actual entrepreneurial activities requires that the entrepreneur should be competent enough to be able to take decisions that can positively influence his business (Chidi, Chukuma & Chukuemeka, 2017).

Moreover, Management involves tough decision-making and control. Entrepreneurs need this type of skill which involves time management. Time management is one aspect of critical path analysis. This means deciding what to do and planning how to do it in the fastest possible time

and in the best possible way. Decision and Control have a logic which entrepreneurs must understand and utilize. This sociolinguistic logic is that some things can be done concurrently, while others must be done consecutively (Eme-Uche, 2015). Inyang (2012) notes that the small scale business enterprises can achieve high level of productivity through the application of what he calls the people-based approaches or techniques, such as employee motivation, organizational communication, employee training and development, participation in decision making, among others. Emphasis must be re-focused in developing entrepreneurial competencies in the entrepreneurs to enable them contribute maximally to the economic development of the society.

Influence of Accounting Skill on Entrepreneurial Intention of Students

Accounting skills are the totally of skills ranging from record keeping, attention directing, financial management and reporting skills that are expected to promote effective decision, performance evaluation and business reporting of any business enterprise, (Akanke 2011). He further stated that attention directing skill enables the owner manager to make vital decision on production and pricing issues while reporting skill describes the method, and technique by which business information are reported to the stakeholders of the business. According to the Accounting Education Change Commission (AECC 1990) to be successful in their careers, accounting graduates need skills and abilities that beyond accounting technical knowledge, they include communication skills, analytical skills and interpersonal skills. Accounting graduates are also expected to be able to receive and send information, identify and solve unstructured problems in unfamiliar settings and exercise judgment, Agbiogwu (2010) highlighted nine (9) common traits to entrepreneurs besides accounting skills. They are as follows;

- Physical and mental stamina
- A desire to take control of their own destiny
- A competitive instinct
- Resilience in the face of defeat
- Good Judgment
- Decisiveness
- The ability to inspire others

3. Methodology

3.1 Research Design

This research adopted a cross-sectional survey research design. The design is aimed at exploring opinion of a given population of existing practice and condition. In this study the survey method was selected as suggested by Kankiya (2015) that survey research design enables the researcher to administer questionnaire to many respondents at the same time. A survey research is a systematic method of studying behavior that cannot be observed or experimented directly.

3.2 Area of the study

The study focus on Bauchi state Nigeria is located in the North Eastern geo-political region of Nigeria. The 2016 census, state has a population of 4,653,066 and a land area of 49,119sq km representing about 5.3% of Nigeria's total land mass and it located between latitude 9 degree and 12 degree north and longitude 8 degree 501 and 11 0 east of the equator. It comprises of twenty (20) local government areas of Bauchi is the state capital. The three educational zones namely Katagum North comprises of Gamawa, Giade, Itas-Gadau, Jama'are, Katagum Shira, and Zaki Bauchi south comprises Alkaleri, Bauchi, Bogoro, Dass, Tafawa Balewa, Kirfi, and Toro. And Bauchi central comprises Dambam, Darazo, Ganjuwa, Misau, Ningi, and Warji has eleven (11) Colleges of Education which six (6) of them were accredited by the National Commission for Colleges of Education (NCCE) in 2019. Three educational zones were used for the purpose of this study in order to allow every institution to represents each zone. Bauchi is located in the North east geo-political zone of Nigeria. Bauchi state shares boundries with Kano and Jigawa to the north, Taraba and Plateau to the south, Gombe and Yobe to the east and Kaduna to the west (Source Bauchi state ministry of education, 2013).

3.3 Population

The population of the study consisted of all the 453 NCE III students from the six (6) approved Colleges of Education within Bauchi State. Moreover, Business Education NCE III students of the Colleges of Education in Bauchi state. The researcher went round these approved Colleges of Educations and obtained the number of Business Education students. Below is the breakdown of the total population of students of the six (6) selected Colleges out of the eleven (11).

Table 1: Population for the study

S/N	COLLEGES	NCE III
1	College of Education Azare	120
2	Adamu Tafawa Balewa College of Education Kangerere	85
3	Bilyaminu Othman College of Education Dass	50
4	Sunna College of Education Bauchi	60
5	Institute of Education Bauchi	60
6	College of Sharia and Islamic Studies Bauchi	78
TOTAL		453

Sources: Record office of respective college of education (2019)

3.4 Instrument

A structured questionnaire was adapted by the researcher and was used to collect data for this study. Items of the instrument were adapted from a study conducted by Jaja (2016) which was related to the current study.

3.5 Validation

The researcher submitted draft copy of the questionnaire to 3 Experts for face and content validation. One of the validator was from Aminu Saleh College of Education Azare and the other two were from Adamu Tafawa Balewa College of Education Kangere, Bauchi. The questionnaire items were subjected to a thorough scrutiny and proof reading by the experts to ensure and the content was in line with the research question. This supported the view of Berge (1995) who stated that any research instrument to ascertain its face and content validity should be given to the Panel of experts to determine its content validity

3.6 Reliability

Reliability refers to the ability of a test or instrument to consistently produce the same result with repeated measurement on the same students under the same condition or the consistency of result obtained through the test when administered over time (Koul, 1996). To determine the reliability of the instrument used for the study, the instrument was trial tested using two colleges of education in Gombe State which is outside the area of the study, then split-half method was used to test the internal consistency. Pearson Moment Correlation Coefficient was used for this purpose and an index reliability value of 0.89 was obtained, which indicates a good instrument reliability. The researcher collected the data by direct administering the questionnaire on the sampled population (students) and the collection of data was done through personal interaction with the help of 6 research assistants one from each respective College. The researcher used three weeks for collecting the data from the respondents.

3.7 Method of Data Analysis

The data was analyzed in respect of the bio-data using percentage; the research questions was analyzed using mean and standard deviation (Descriptive Statistics) all the five hypotheses were tested using multiple regression at 5% level of significance. This according to Kankiya (2017) stated that, multiple regression is a form of the regression that is used where there is no association between the two sets of scores or value that are being compared. For the statistical analysis, all the strongly agree, and agree were considered as "Agree" similarly, all the disagreed and strongly disagree were taken as "Disagreed".

4. Results and discussion

The primary objective of this chapter is to provide results of the study. This chapter provided results of the research questions and test the hypotheses. It also contained the summary of the major findings and discussion.

Results

Research Question One

To what extent do management skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state?

The result from Table 3 shows the extent to which management skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state.. The Results in table 3 revealed that mean responses ranges from 4.356 to 4.042 and corresponding standard deviation of 1.093 to .743 with a grand mean of 4.187 showed that respondents agreed to the high extent that management skills influence entrepreneurial intention among business education in COE's in Bauchi state

Table 3: Mean responses on the extent to which management skills influence business education students entrepreneurial intention in Colleges of Education in Bauchi State.

S/N	Item	N	Mean	SD	Remark
•	Business management skills help me have intention in organizing the operating of my business	379	4.356	.743	HE
•	With Business management skills I can manage the entire operations of my business	379	4.156	.994	HE
•	Having business management skills knowledge encourage me to acquire financial management skills	379	4.042	1.090	HE
•	Business management skills help me have intention in improving high order skills related to learning and problem solving	379	4.132	.997	HE

•	Human resource management is one of the benefit of having business management skills	379	4.245	.976	HE
	Grand Mean		.187	633	HE

Source: fieldwork (2022).

• **Research Question Two**

To what extent do planning skills influence business education students' entrepreneurial intention in colleges of education in Bauchi state?

The result from Table 4 shows the extent to which planning skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state. The results in table 4 revealed that mean responses ranges from 4.803 to 3.917 and corresponding standard deviation of 1.067 to .616 with a grand mean of 4.241 showed that the respondents agreed to the high extent that planning skills influence entrepreneurial intention among business education in COE's in Bauchi state

Table 4: Mean responses on the extent to which planning skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi State.

S/N	Item	N	Mean	SD	Remark
	Planning skills helps me have intention in making decisions in balancing resources between demands and supply	379	4.277	.779	HE
	Planning skills knowledge encourage me to transform my goals into operational steps	379	4.002	1.055	HE
	Planning skills help me have intention in planning and formulating good decision and plans	379	4.204	.949	HE
	Planning skills help me have intention in ensuring that strategy making is been formalized	379	3.917	1.067	HE

	Planning skills provide me with knowledge in formulating the best Business plans for my business	379	3.917	.616	HE
	Grand Mean		.241	.096	HE

Source: fieldwork (2022).

- **Research Question Three**

To what extent do marketing skills influence business education students' entrepreneurial intention in colleges of education in Bauchi state?

The result from Table 5 shows the extent to which marketing skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state. Table 5 revealed that mean responses ranges from 4.240 to 4.088 and corresponding standard deviation of 1.023 to .812 with a grand mean of 4.178. the result showed that the respondents agreed to the high extent that marketing skills influence students' entrepreneurial intention among business education in COE's in Bauchi state

Table 5: Mean responses on the extent to which marketing skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi State.

S/N	Item	N	Mean	SD	Remark
	Marketing skills inspire me in pursuing my marketing objectives	379	4.106	.983	HE
	Marketing skills motivate me in formulating, implementing, and evaluating cross-functional decisions	379	4.074	.989	HE
	Marketing skills help me in recognizing and understanding my customers' needs and wants	379	4.551	1.769	HE
	Marketing skill knowledge enable to formulate	379	4.291	.946	HE

	aggressive marketing policies				
	Marketing skills help me in providing customers' needs satisfactorily at the right time, the right price, the right place, the right quality and quantity at a profit	379	4.255	.994	HE
	Grand Mean		.257	.996	HE

Source: fieldwork (2022).

- **Research Question Four**

To what extent do decision-making skills influence business education students' entrepreneurial intention in colleges of education in Bauchi state?

The result from Table 6 shows the extent to which decision making skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state. Table 6 revealed that mean responses ranges from 4.240 to 4.088 and corresponding standard deviation of 1.023 to .812 with a grand mean of 4.178. the result showed that the respondents agreed to the high extent that decision making skills influence students' entrepreneurial intention among business education in COE's in Bauchi state

Table 6: Mean responses on the extent to which decision making skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi State.

S/N	Item	N	Mean	SD	Remark
	With decision making skills I was able to make the right decision at the right time for the right work	379	4.238	.812	HE
	With decision making skills I learned about time management which help me in all my business activities	379	4.162	1.023	HE
	Decision making skills help me understand that some things can be done concurrently, while others must be done consecutively	379	4.240	.998	HE

	Decision making skills help me select the best among the available alternatives	379	4.088	.921	HE
	Decision making skills help me understand that the decision I made at any point in time may either make or mar my enterprise completely	379	4.160	.947	HE
	Grand Mean		.178	.845	HE

Source: fieldwork (2022).

- **Research Question Five**

To what extent do accounting skills influence business education students' entrepreneurial intention in colleges of education in Bauchi state?

The result from Table 7 shows the extent to which accounting skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi state. Table 7 revealed that mean responses ranges from 4.372 to 4.131 and corresponding standard deviation of 1.256 to .967 with a grand mean of 4.232. The result showed that the respondents agreed to the high extent that accounting skills influence business education students' entrepreneurial intention in COE's in Bauchi state

Table 7: Mean responses on the extent to which accounting skills influence business education students' entrepreneurial intention in Colleges of Education in Bauchi State.

S/N	Item	N	Mean	SD	Remark
	accounting skills enable arrange and keep my records intact and without errors	379	4.131	.967	HE
	Accounting skills help me with financial management and reporting skills that are expected to promote effective decision making	379	4.134	1.037	HE
	Accounting skills provide me with attention directing	379	4.353	1.212	HE

	that help me in making vital decisions on production and pricing issues				
	Accounting skills help me in solving unstructured problems in unfamiliar settings and exercise judgment	379	4.184	.922	HE
	Accounting skills help me to back up my decision made and had certain on those decisions	379	4.372	1.256	HE
	Grand Mean		.232	.845	HE

Source: fieldwork (2022).

Test of Null Hypotheses

The results of test of null hypotheses are presented in table 6 to 10 as follows;

Null Hypothesis One

Management skills activities has no significance influence on business education students' entrepreneurship intention in COE's in Bauchi state.

The result documented in Table 8 showed that the variable management skills had a Standardized Coefficients Beta value of .430, $p = .000$. This indicated a significant contribution of the variable in the study, that is management skills has a significant influence on business education students' entrepreneurship intention in COE's in Bauchi state. The result therefore, rejected the prediction of null hypothesis one that management skills has no significant influence on entrepreneurship intention.

Table 8: Regression Analysis on the influence of management skills on business education students' entrepreneurship intention in COE's in Bauchi state

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Management skills	.430	9.325	.000	Rejected

Source: Fieldwork (2022).

Null Hypothesis Two

Planning skills has no significance influence on business education students' entrepreneurship intention in COE's in Bauchi state.

The result in Table 9 showed that planning skills had a Standardized Coefficients Beta value of .247, $p = .000$. This indicated that planning skills has a significant influence on business education students' entrepreneurship intention in COE's in Bauchi state. The result therefore, rejected the prediction of null hypothesis two that planning skills has no significant influence on business education students' entrepreneurship intention.

Table 9: Regression Analysis on the influence of planning skills on business education students' entrepreneurship intention in COE's in Bauchi state

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Planning skills	.247	4.944	.000	Rejected

Source: Fieldwork (2022).

Null Hypothesis Three

Marketing skills has no significance influence on business education students' entrepreneurship intention in COE's in Bauchi state.

The result in Table 10 showed that marketing skills had a Standardized Coefficients Beta value of .332, $p = .000$. This indicated that marketing skills has a significant influence on business education students' entrepreneurship intention in COE's in Bauchi state. The result rejected the prediction of null hypothesis three that marketing skills has no significant influence on business education students' entrepreneurship intention in COE's in Bauchi state.

Table 10: Regression Analysis on the influence of marketing skills on business education students' entrepreneurship intention in COE's in Bauchi state

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Marketing skills	.332	6.834	.000	Rejected

Source: Fieldwork (2022).

Null Hypothesis Four

Decision making skills has no significant influence on entrepreneurial intention of Business Education Students at Colleges of Education in Bauchi state.

The result documented in Table 11 showed that the variable decision making skills had a Standardized Coefficients Beta value of .345, $p = .000$. This indicated a significant contribution of the variable in the study, that is decision making skills has a significant influence on business education students' entrepreneurship intention in COE's in Bauchi state. The result therefore, rejected the prediction of null hypothesis four that decision making skills has no significant influence on entrepreneurship intention of Business Education Students at Colleges of Education in Bauchi state.

Table 11: Regression Analysis on the influence of decision making skills on business education students' entrepreneurship intention in COE's in Bauchi state

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Decision-making skills	.345	7.126	.000	Rejected

Source: Fieldwork (2022).

Null Hypothesis Five

Accounting skills has no significance influence on business education entrepreneurship intention in COE's in Bauchi state.

The result in Table 12 showed that the variable accounting skills had a Standardized Coefficients Beta value of .291, $p = .000$. This indicated a significant contribution of the variable in the study, that is accounting skills has a significant influence on business education students' entrepreneurship intention in COE's in Bauchi state. The result therefore, rejected the prediction of null hypothesis five that accounting skills has no significant influence on business education students' entrepreneurship intention.

Table 12: Regression Analysis on the influence of accounting skills on business education students' entrepreneurship intention in COE's in Bauchi state

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Accounting skills	.291	5.906	.000	Rejected

Source: Fieldwork (2022).

5. Discussion of Findings

The research work determined the influence of business education skills on the entrepreneurial intention of college of education student in Bauchi State. Based on the formulated hypothesis, the study found a significant positive relationship between management skills and entrepreneurial intention of Business Education Students at colleges of education in Bauchi state (0.298, $p=0.000<0.05$). This is in support of the findings of Ezeani (2012); Ibrahim and Lucky (2014) that management skills, marketing skills and accounting skills are required for successful operation of a business enterprise. Similarly, Abbas & Osunsan (2020) found in his study that business management skills was found to significantly affect entrepreneurial intent among graduating students. Also Koe (2016) found similar result in his study that entrepreneurial intention was found to be highly predicted by management skills, personal entrepreneurship skills, proactiveness and innovativeness, although risk-taking ability was found to not affect entrepreneurial intention. Likewise, Dogan (2015) found that business management skills had a positive relationship with entrepreneurial intention after successful entrepreneurship education.

So also, the study found that planning skills has statistically positive significant relationship with entrepreneurial intention with (.203, $p<0.05$) at 5% level of significance. This corroborated with the findings of Abbas and Osunsan (2020); Ibrahim and Lucky (2014) that planning skills significantly affect entrepreneurial intent among graduating students. Similarly, Taiwo and Joseph (2020) found in their study that there is a positive significant relationship between planning skills and entrepreneurial intention among undergraduate students in Nigeria. In addition Lucky (2020) found in his study that entrepreneurial skills such as planning, capability, knowledge, training etc. are vital to achieving ones dream of becoming self-employed among undergraduate students. Similarly the result of Linann et al. (2005) indicates that both skills and perceived value are found to be significant, therefore, plays a vital role in the determination of entrepreneurial intention.

Furthermore, the study found that marketing skill has strong positive relationship with entrepreneurial intention of Business Education Students at colleges of education in Bauchi state and statistically significant at 0.000 of 5% level of significance. There are vast literatures to support this findings among which is the study of Shrivastava & Acharya (2020); Olawoyin (2020) found out that entrepreneurial intentions is positively related to the educational experience in an entrepreneurship education program. Another study conducted by Turker & Selcuk (2008) showed marketing skills, structural factors, educational support factors, and some personality factors, such as risk-taking ability, the need for achievements and the need for control, to have a significant effect on the entrepreneurial intentions of the students participating in their study.

The study found from the fourth researcher hypothesis the existence of positive significant relationship between decision making skills and entrepreneurial intention of Business Education Students at colleges of education in Bauchi state (0.114, $p > 0.05$). In support of the findings, Yener (2020); Olawoyin (2020) found a positive low-level relationship between decision making skill and entrepreneurial intention. Lastly, the study also found that accounting skills has significant influence on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state (0.003, $p > 0.05$).

6. Summary, Conclusion and Recommendation

This chapter is the final part of the study. In this chapter the study discussed the findings described in the previous chapter, the conclusions derived from the data analysis and recommendations for further studies. The chapter is arranged into different sections: 5.1 covered the summary. Section 5.2 contains the conclusions of the study, section 5.3 demonstrates the study recommendations and lastly section 5.4 contains the limitation as well as suggested area for further studies.

7. Summary

The study investigated the influence of business skills on entrepreneurial intention of Business education students at colleges of education in Bauchi state. The study was conducted with a view to: determine the influence of management skills on entrepreneurial intention of college of education students in Bauchi state; ascertain the influence of planning skills on entrepreneurial intention of college of education students in Bauchi state; determine the influence of marketing skills on entrepreneurial intention of college of education students in Bauchi state; find out the influence decision making skills on entrepreneurial intention of college of education students in Bauchi state as well as determine the influence of accounting skills on entrepreneurial intention of college of education students in Bauchi state. Five (5) corresponding research questions and five (5) hypotheses were formulated for the study. The research employed survey research design.

The population of the study consisted of all the 453 NCE II students of the eleven (11) approved Colleges of Education within Bauchi State. The sample of the study comprised of a sample of 399 students from the six (6) selected schools within the study area with their lecturers. The questionnaire instrument was use to obtain data for the study. The instrument was pilot-tested and a reliability coefficient of 0.83 was obtained, hence the instrument was considered reliable. Data collected were analyzed statistically using both descriptive statistics (frequencies, percentages, mean and standard deviation) and multiple regression model. Findings from the study revealed that: There is significant positive relationship between management skills and entrepreneurial intention of Business Education Students at colleges of education in Bauchi

state. The study also found that planning skills has statistically positive significant relationship with entrepreneurial intention. Furthermore, the study found that marketing skill has strong positive relationship with entrepreneurial intention of Business Education Students at colleges of education in Bauchi state and statistically significant. The Findings also revealed the existence of positive significant relationship between decision making skills and entrepreneurial intention of Business Education Students at colleges of education in Bauchi state. Lastly, the study found that accounting skills has significant influence on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state.

8. Conclusion

Based on the findings from the study, conclusion can be made that management skills had a positive influence on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state. The result also shows that planning skills had a positive influence on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state. It was also concluded that marketing skill had a significant impact on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state.

Similarly, decision making skills had significant influence on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state i.e students with decision making skills are likely to be involved in entrepreneurial activities than those without. Also, the study concluded that accounting skills had positive influence on entrepreneurial intention of Business Education Students at colleges of education in Bauchi state. Thus, management skills, planning skills, marketing skills, decision making skills as well as accounting skills are the most required skills for entrepreneurial intention.

9. Recommendations

Based on the findings of the study, the following were recommended that:

- Colleges of education should adopt instructional and technological methods that would equip students with management, planning, marketing, decision making and accounting skills. The instructional methods should ensure that students become disciplined and creative individuals who are change oriented and resilient.
- The schools should also promote students' ability to develop good interpersonal relationships, be able to listen attentively, make appropriate business decisions, have finance management skills and have the capacity to supervise others.
- Lecturers in Colleges of Education should be send to workshops and seminars related to business skills as it will help in inculcating the right knowledge of entrepreneurship to the students of their various colleges.

- Enough motivational talk should be incorporated into entrepreneurship education in all our institutions so that the major purpose of this programme can be achieved. Because the programme as of today still seems not to have gotten to the desired level.
- Lastly, parental guide is highly needed to increase the students' interest for entrepreneurship.

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