

**Entrepreneurship Education as A Predictor of Communication Skills,
Interpersonal Skills and Marketing Skills Acquisition
among Business Education Students in Delta State, Nigeria**

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Abstract

The study examined entrepreneurship education as a predictor of communication skills, interpersonal skills and marketing skills acquisition among Business Education students in Delta State tertiary institutions, Nigeria. Three research questions were answered and three null hypotheses were analyzed in the study at 0.05 level of significance. The correlational research design was adopted in the study. The population consisted of 1,520 Business Education students in five tertiary institutions in Delta State, Nigeria. The sample consisted of 760 Business Education Students, which was obtained using the systematic random sampling technique. The research instrument was made of two parts –A and B. Part A consisted of respondents' personal data while Part B consisted of four subscales dealing with the research questions. The instrument was content and face validated. Cronbach Coefficient Alpha was used in testing the reliability of the instrument which yielded a coefficient of 0.95 for communication skills Scale. 0.96 for interpersonal skills and 0.81 for marketing skills Scale. and 0.717 for Entrepreneurship Education Scale. The Pearson Product Moment Correlation and Coefficient of Determination were used in answering the research questions. Regression analysis was used in testing the stated hypotheses. Based on the analysis, it was revealed that: Entrepreneurship education was a positive predictor of communication skills, interpersonal skills and marketing skills acquisition among Business Education students. Amongst others, it was recommended that the Nigerian Government and Tertiary Institutions Management should sustain funding of entrepreneurship education in tertiary institutions to engender skills acquisition among business education students.

Keywords: Entrepreneurship Education, Communication Skills, Interpersonal Skills, Marketing Skills and Business Education

1. Introduction

An entrepreneur is someone who takes on the duty and risk of running a business in the hopes of profiting (Anusa, 2010). Furthermore, Nwachukwu (2015) defines an entrepreneur as a dreamer and ambitious risk-taker who enjoys making things happen. Anusa and Nwachukwu both believe that entrepreneurs have the capacity to take risks and capitalise on all available possibilities to maximise profit. Students of Business Education will not be able to assume the responsibility and the risk that is involved in setting up a business if they are not well equipped with the necessary business education-based competency skills.

As a result of the above, the Federal Republic of Nigeria introduced in time passed entrepreneurship education in the National Policy on Education (NPE). Although, entrepreneurship education is important for Business Education students in tertiary institutions, the curriculum content is not sufficient for entrepreneurial training (Ogbuanya & Nungse, 2017). As such, the recent programme of Business Education should include skills, which are sufficient to allow students to acquire an entrepreneurial spirit capable of creating job opportunities and creating an entrepreneurial activity at the end of their studies (Nuhu, 2014). Identifying and acquiring competencies is critical for any professional development abilities, it will result in greater coherence in the process of learning and instruction and will utilise the collaboration between the school and labour market (Broová, Horáková, & Fiedler, 2018). Students today who graduate from tertiary institutions without having acquired enough entrepreneurial skills will not be able to cope with new jobs. The above view is in line with the conclusion drawn by Ajibade (2009) that there is a skill gap in the area of skill acquisition necessary for future employment. He went further to state that skill-based programmes in Nigeria is confronted by knowledge deficiency noting that tertiary school graduates are only familiar with theory rather than practical skills. Ajibade further asserts that there is a big gulf between what the school offers and the demand of employers. Hence entrepreneurship skills in our tertiary institutions are indispensable.

The entrepreneurship skills identified in this study are communication skills, interpersonal skills and marketing skills. Communication skills are the skills for entrepreneurs to convince others that their ideas are worthy of support. Good communication skills, in terms of oral and written are essential for a successful enterprise. Communication skills will enable individuals to communicate business transactions fluently with their customers. Interpersonal skills are also known as human relations skills because they are social skills that enable the individual to interact and communicate with others. These skills are human relationship skills which help in the interaction among people in an environment of conflicts or cooperative behaviours. Marketing skills are important and essential skills which determine the very success or failure of a business. Marketing encompasses all profitable human activities conducted by businesses to create goods and services.

However important the above-mentioned skills are, it is worthy of note that, they are still lacking among business education students, which entrepreneurship education can equip students with. It is against the background of the foregoing that the Researcher investigated entrepreneurship education as a predictor of communication skills, interpersonal skills and marketing skills acquisition among business education students in Delta State tertiary institutions, Nigeria.

2. Purpose of the Study

The purpose of this study was to examine entrepreneurship education as a predictor of communication skills, interpersonal skills and marketing skills acquisition among business education students in Delta State tertiary institutions, Nigeria.

The specific objectives were to:

2.1 Examine if entrepreneurship education is a predictor of communication skills acquisition among Business Education students in Delta State tertiary institutions.

2.2 Find out if entrepreneurship education is a predictor of interpersonal skills acquisition among Business Education students in Delta State tertiary institutions.

2.3 Determine if entrepreneurship education is a predictor of marketing skills acquisition among Business Education students in Delta State tertiary institutions.

Research Questions

The following research questions were raised and answered in this study:

1) What is the relationship between entrepreneurship education and communication skills acquisition among Business Education students in Delta State tertiary institutions?

2) What is the relationship between entrepreneurship education and interpersonal skills acquisition among Business Education students in Delta State tertiary institutions?

3) What is the relationship between entrepreneurship education and marketing skills acquisition among Business Education students in Delta State tertiary institutions?

Hypotheses

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

1) Entrepreneurship education is not a predictor of communication skills acquisition among Business Education students in Delta State tertiary institutions

2) Entrepreneurship education is not a predictor of interpersonal skills acquisition among Business Education students in Delta State tertiary institutions.

3) Entrepreneurship education is not a predictor of marketing skills acquisition among Business Education students in Delta State tertiary institutions.

3. Review of Related Literature

3.1 Entrepreneurship Education and Communication Skills Acquisition

Entrepreneurial talents are divided into three categories: technical skills, business management skills, and personal entrepreneurial abilities. Written and spoken communication, technical management, and organisational abilities are examples of technical skills. Planning, decision making, marketing, and accounting are examples of managerial talents. Personal abilities such as inventiveness, risk taking, and persistence are also important for entrepreneurs (Jain, Jain, & Jain, 2017). Communication is a key skill that a would-be entrepreneur must learn while in training. A good communication skill will boost the entrepreneur's relationships both within and outside of his or her business environment.

Communication is the transmission of meaning from one individual to another or too many people, whether verbally or non-verbally. Nicholson in Isuwa (2015) noted that communication from one person to another is commonly depicted as a simple triangle

consisting of the context, the sender, the message, and the receiver. Communication serves as a channel for the exercise of leadership or the maintenance of international linkages.

Raman and Sharma (2022) stated that communication enables people in the modern world to work together, and exchange products and services to achieve goals profitably. Communication is an error-prone process in which messages are jumbled or mixed up by the sender and misconstrued by the recipient. These errors, if left undiscovered, can cause major confusion, wasted effort, and missed opportunities inside organisations. The success of communication is dependent on a variety of elements, including the transfer of messages via the encoding and decoding processes. This process may provide short-term perceptions that are necessary for effective communication to occur. Effective communication, according to Stroh as cited in Oluwasina (2018), is between individuals (the sender and the receiver) involves many steps, including encoding, decoding, and feedback. There are three standard models of communication process: Linear, interactive, and transactional, and each offers a slightly different perspective on the communication process.

3.2 Linear Model of Communication

Wood in Ifejika (2015) described the linear model communication as a one-way or linear process in which the speaker speaks and the listener listens. Ifejika (2015) stated that linear model is based on five questions describing how communication works: who said ----- what - ---- in what channel ----- to whom ----- with what effect. Ifejika (2015) defined linear communication as a one-way communication model in which the sender encodes a message and channels it to the recipient in the presence of noise. The linear model believes that communication has a distinct beginning and end point. It also does not show any input from the recipient. Certain information that was not intended by the information source is inevitably added to the signal (or message) during the transmission process. This noise can be internal (that is, coming from the receiver's own knowledge, attitudes, or beliefs) or external (that is, coming from other sources). Such internal or external noise can either strengthen the intended effect of a message (if the information confirms the message), or weaken the intended effect (if the information in the noise contradicts the original message).

3.3 Interactive Communication Model:

The Interactive Model multiplies the quick flip of the return message. It now includes a feedback element because, when a message is encoded and transmitted to the decoding receiver, the roles are reversed, and the receiver encodes and transmits a response to the original sender, who has now switched roles. It sounds more complicated than it is. Consider a text message interaction in which your friend sends you a message and you answer. The same thing occurs during a phone call or an email interaction. The roles are reversed when a message is sent and received.

3.4 Transactional Communication Model:

The transactional model gets increasingly advanced, but it still shows face-to-face interaction, or transactions, as a dynamic and changing process that is not confined to basic description. In the Transactional Model, the receiver and sender can both perform the same roles at the same time, as messages can be sent back and forth at the same time. It appears chaotic and ineffectual, although communication does occur in this manner on occasion.

Agboola and Ademiluyi (2021) observed that communication can only be effective when the intended message is received, correctly interpreted and understood, accepted and appropriately acted upon by the receiver and confirmed by a feedback. Communication competencies are the knowledge and ability required by individuals for information transfer from place to place. These skills involved written, oral or visual and non-verbal. Communication skills enable one to create sound awareness about the products of an enterprise. Communication competencies are the ability to express oneself and understand others so that ideas can be shared. These skills enable individuals to pass on information so that it is received and understood (Oluwasina, 2018),

Communication skills as noted by Agada (2014) are the skills for entrepreneurs to convince others that their ideas are worthy of support. The authors stated further that entrepreneurs need to explain to others what their jobs and what the goals of the ventures are in order to motivate these people to work effectively. Good communication skills, in terms of oral and written are essential for successful enterprise. According to Rao (2020), they are the abilities to transfer one's thought, ideas and information from the sender to the receiver with the latter begin understood the same effectively and efficiently.

Communication skills will enable individuals communicate business transactions fluently with their customer. Communication skill is the ability to express oneself and understand others so that ideas can be shared. It is a skill that enables an entrepreneur to pass on information so that it is received and understood. They stated further that entrepreneurs need to explain to others what their jobs and what the goals of the ventures are in order to motivate these people to work. Good communication skills, both oral and written are essential. Therefore, communication is the transfer of ideas from the sender to the receivers. Yusuf and Adeoye (2022) identified communication skills as follows;

- 1) Explaining to others what their jobs involve
- 2) Understanding the needs of customers
- 3) Actively listen to people and identify barriers to listening
- 4) Communicate orally with group of various
- 5) Conduct quality oral presentation
- 6) Reading and comprehending wide range of publication
- 7) Communicating effectively with others utilizing electronic communication
- 8) Acknowledging difference of opinion
- 9) Being open minded
- 10) Project oneself into the audience's point of view
- 11) Explain objectively without evaluation
- 12) Provide specific details supported by concrete examples
- 13) Encouraging the speaker to speak more
- 14) Sharing ones feeling
- 15) Sharing ones thought
- 16) Interpret business education plans verbally
- 17) Conveying to others a message without commanding
- 18) Interact and communicate with individuals with various depths of knowledge capabilities
- 19) Communicate orally with group of various sizes

20) Accepting feedback

Communication skills involves meeting people and making them buy business ideas, products or services, or meeting people and encouraging them to sell their business ideas, products or services. Communication skills involve visiting people talking to people, writing business letters, telephoning, arranging for meetings and other. Ejeka and Mgbonyebi (2016) asserted that graduates of business education should have good command of English language, possess listening ability, possess intelligent perception and competent to make intelligent interpretations, be competent in use of body language, possession of friendly voice and ability to make intelligent selection of communication channels. These skills are learnt during period of apprenticeship, vocational or technical training, seminars, workshops and on-the-job-training. An entrepreneur who lacks communication skills would be using un-refined and uncomplimentary language on customers, workers, suppliers, and friends.

Communication is one of the main skills graduates should focus on developing, especially if they want to be entrepreneurs. The majority of companies are concerned about their employees' ability to communicate in groups, organise meetings, engage with people, and deliver presentations in front of large audiences. Having weak communication skills will make it difficult for them to find employment

Communication skills are vital when interacting with other people, either individual or groups to enhance the success of any business. Students require these skills to enhance their entrepreneur success to create jobs and be self-reliant. Students at graduation will be in a good position to effectively communicate personally or professionally if these skills are acquired. Good interpersonal skills will allow students to network effortlessly and effectively. An entrepreneurship needs interpersonal skills in order to satisfy their customers. They require this skill to enable relate well with their customers when they become self-reliance. Having good interpersonal skill means relating well to others and being sensitive to their needs, giving a good listening ear, and being empathic. Agboola & Ademiluyi (2021) noted that, communication in interpersonal relations is the system of sharing and exchanging of ideas, attitudes, opinions feelings, information etc.

3.5 Entrepreneurship Education and Interpersonal Skills Acquisition

In their view, Bradford and Robin (2014) opined that inter-personal skills are also known as human relations skill because they are social skills that enable the individual to interact and communicate with others. These skills are human relationship skills which help in the interaction among people in an environment of conflicts or co-operative behaviours. Shageeva, Gorodetskaya, Kraisman and Ivanov (2022) noted that inter-personal skills are to be developed in the course of the educational process. These skills are necessary in solving problems in human resource management, conflict resolution and information processing among others. Human relation skills or inter-personal skills focus attention mostly on human interaction in the work environment with the hope of understanding fellow workers and clients; relating and dealing harmoniously with them and adapting to environments or situations as they come so as to facilitate the achievement of the goals of individual employees and the organization.

They refer to appropriate actions and responsible behaviour in a social context (Tittel & Terzidis, 2020). Graduates or individuals to be employed are expected to acquire several skills to fit in effectively in the system. The ability of the employee to relate cordially with others in the workplace, to be open and honest in dealing with clients and customers and being able to handle situations in case of controversy is what is known as interpersonal skill. It appears that a greater part of tertiary institutions graduates lack the necessary skills and skills, especially interpersonal skills that would enable them become self-reliant. The evidence may be linked to high unemployment rate among graduates of tertiary institutions, business education inclusive. This showed that such graduates lack relevant skills for self-employment. Students may learn these skills (especially through effective business education studies in tertiary institutions to become successful entrepreneurs. Interpersonal skill is of good customer relations, good employee relations, and good interpersonal skills. Universities' entrepreneurship education plays a great of role in students' entrepreneurial capability production and promotion (Ahmad, 2015). However, cultivating entrepreneurial capacity is more than just getting a degree (Clarysse et al., 2011). However, university entrepreneurship education may rapidly increase entrepreneurship consciousness among students in a relatively short amount of time (Manero & Egidio, 2014), preparing them for employment.

Interpersonal skills are required by graduates at their first entry into the workplace. These are skills enable individuals to work freely and effectively with others, both superior and the subordinates without disputes and other differences in achieving the institutional goals. Lowden, Hall, Elliot and Lewin (2021) stressed that employers lay more emphasis on such skills as teamwork, interpersonal, communication, mathematical literacy and ability to work alone with one's initiative. Harvey as cited in Oresanya, et al (2014) agrees with this when it was affirmed that employers are in dire need of such skills as communication, creativity/innovative, interpersonal, adaptability/flexibility among others.

Based on the discussion so far, it is clear that graduates from Business Education should have the abilities necessary by employers to be industry relevant, as seen by employers, in bench-marking employability skills need of graduates from manufacturing employers in Malaysia highlighted seven key skills; time and material management skills, numeric skills, personal attributes, interpersonal communication skills, creative and innovative thinking skills, technology application and informational skills (Dagogo, 2014). Interpersonal-communication and team-working skills are of central importance since they lubricate interfaces between people within and between organizations and assist in the generation and diffusion of knowledge (International Labour Conference, 2018). Effective interpersonal competence skill is needed for management to develop and sustain a competitive advantage for organizational performance and improvement (Rowe, 2021). Effective interpersonal skills between leaders and employees are critically important for the potential success of a company (Asamu, 2014). Humans are social beings, so the manners in which we interrelate with others and our ability to establish positive relationships have an enormous impact on our success in the different areas of our lives. This is especially important when a person is running a business and dealing with customers, suppliers, employees, investors, and others on a regular basis. Human beings live and work together and they need some skills to encourage them to be highly productive. Human relations try to find out what behaviour and attitudes that encourage people to work and be productive. Interpersonal relationships are the interaction and incorporation of individuals into

a work context that inspires individuals to work successfully, collaboratively, and with economic, psychological, and social satisfaction. Human relations could be said to be the ability to get along with others. This skill is expected from office managers, directors and entrepreneurs.

3.6 Entrepreneurship Education and Marketing Skills Acquisition

Marketing skills are important and essential skills which determine the very success or failure of a business. Marketing encompasses all profitable human activities conducted by businesses to create goods and services. Entrepreneurs' marketing abilities keep them informed, knowledgeable, and confident in determining the most efficient manner of physical distribution of goods and services. Important marketing skills which the entrepreneur should possess to include: knowledge of seasonal fluctuation of goods, ability to determine the extent to which products will sell, ability to determine current trends in sales of products, ability to determine what customers need and shortage of such goods, and knowledge of advertising (Ezeani, 2012). Marketing skills include skills such as communication skill, creativity skills, leadership skill, self-motivation skills, organizational skills, salesmanship skills, personal skills, etc. In support of marketing skills, Ajaero (2009) states that "If you cannot sell, you will be sold". According to Ezeanwu (2020), technical skills, company management skills, and personal skills are all part of the marketing abilities that entrepreneurs must have in order to make their products available and cheap to buyers. Business education students need to get acquainted with these marketing skills to become self-reliant.

Marketing is a key entrepreneurial skill to develop. Marketing abilities are required talents that involve thinking concerning how to reach the target audience for an entrepreneur's products and services. They went on to say that any entrepreneur who learned these talents would be able to sell such things for a profit. Marketing is a critical talent that determines a company's success or failure. Likewise, Ademiluyi (2017) suggested that the cultivation of marketing skills provides entrepreneurs with a distinctive pathway to achieve success in their businesses. The author also highlighted various aspects of marketing skills, which encompass salesmanship and negotiation, sales record keeping, sales promotion, stock management, pricing strategies, advertising media, understanding consumer behavior, and transportation. The ability to deliver what people want to buy is an obvious requirement to run a business. However, many people do not understand how to market a business. Marketing led organizations always back the trend and tend to produce more revenue and profit than their competitors

Furthermore, marketing, is the act of generating and providing desirable goods and services to clients. Eze and Okorafor (2016) conducted a study in Delta State to examine the entrepreneurial skills needed for self-employment by business education graduates. Studies indicate that graduates require moderate marketing skills for self-employment. Akpotohwo et al. (2016) conducted a study in Bayelsa State to investigate the skills required by students of Business Education in Nigeria for self-sustainability and obtained a sample size of 180 students from the business education unit. According to the findings, marketing abilities are necessary for effective business operation, and a lack of marketing abilities will impact students' ability to start a firm after graduation.

Graduate students in business education are required to develop marketing abilities in order to successfully build and operate their own enterprises. It is an undeniable fact that the globe has become a global village, with daily interplay of competing needs, demands, and activities. No single person has what it takes to propel the global growth engine ahead for the benefit of man, allowing man and nations around the world to access the resources required for growth. Business education graduate students require marketing skills, through entrepreneurship education in order to enable them identify their potential customers; persuade them to buy their products or services. According to Gidado and Akaeze (2014), many entrepreneurs fail because they lack marketing information skills, marketing research skills, data collection skills, methods and data interpretation skills, segmentation skills, strategic and planning skills, pricing mathematics skills, product development skills, advertising skills, personal selling skills, and sales promotion skills.

4. Methodology

4.1 Research Design

This study adopted the correlational research design. It entails the researchers going into the field to gather information without interfering with the natural setting. In this study, the researcher cannot manipulate events. In this type of study, the central premise is to establish the existence of an association between two or more aspects of a situation. By utilizing this research study, the researcher attempts to examine the previously-not-studied relationship between entrepreneurship education and entrepreneurial skills acquisition. This design allows the researcher to analyse and interpret the existing situation or to answer questions and test hypothesis concerning the current status of the phenomena of interest using correlational statistics such as Pearson-r, linear regression and multiple regression among others.

4.2 Population of the Study

The target population of the study consisted of all Business Education students in Delta State tertiary institutions. The population comprises of 1,520 students from five tertiary institutions in Delta State

Table 3.2 Population of Business Education Students according to tertiary institutions in Delta State

No	Higher Institution	Population
1	Delta State University, Abraka	390
2	Federal College of Education, Technical, Asaba	340
3	University of Delta, Agbor	223
4	College of Education, Warri	320
5	College of Education, Mossogor	238
	Total	1,520

Source: Various Departments of Business Education in Delta State Tertiary Institutions

4.3 Sample and Sampling Technique

All the population for this study cannot be reached due to the large number involved; hence 760 students representing 50% of the population was used as sample for the study. The percentage for the sample size is in line with the suggestions of Nworgu (2006) that for descriptive research a sample of 10% of the population is considered acceptable minimum for very large population. The systematic random sampling technique was used in the selection of sample for the study.

4.4 Research Instrument

The instrument used in this study was a structured questionnaire titled “Entrepreneurship Education as Predictors of Communication Skills, Interpersonal Skills and Marketing Skills Acquisition Questionnaire” The instrument was made up of two Parts. Part A consisted of the demographic information of respondents such as gender and Age. Part B comprised four sections designed to find out the views of students who were the respondents. Modified Four-point Likert-scale of strongly agree (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point) were used to score the responses in the instrument. The researcher designed the questionnaire after a careful review of relevant literature based on the objectives of the study and the research questions.

4.5 Validity of Research Instrument

The instrument was given to three lecturers in Business Education and Measurement and Evaluation: two lecturers in Business Education and one lecturer from Measurement and Evaluation to validate the instrument in order to examine the extent to which the statements prepared were appropriate for the purpose of the study. They made corrections and redirected the contents of the instrument. The researcher effected the corrections based on the comments, suggestions and recommendations of the validators. Hence, the instrument was considered to have possessed face and content validity.

4.6 Reliability of Instrument

The reliability of the instrument was established using Cronbach – Alpha for determining the internal consistency of the items of the instrument. This was done by administering fifty (50) copies of the instrument to fifty students in the Ambrose Ali University, Edo State who were not part of the study area. The yielded reliability coefficient was 0.95 for the communication skills Acquisition Scale; 0.96 for the interpersonal skills Acquisition Scale; 0.81 for the marketing skills Acquisition Scale and 0.717 for Entrepreneurship Education Scale. This shows that the psychometric properties of the instrument are reliable.

4.7 Method of Data Analysis

The Pearson Product Moment Correlation (PPMC) and coefficient of determination were used in answering the research questions while F-test associated with regression analysis was used in testing the stated hypotheses at an alpha level of 0.05 level of significance. All statistical analysis was conducted using the SPSS statistical tool.

5. Results and Discussion

5.1 Research Question One

What is the relationship between entrepreneurship education and communication skills acquisition among Business Education students in Delta State tertiary institutions?

To answer the above research question, data generated from the responses of students in relation to the communication skills acquisition scale were correlated with data generated from the entrepreneurship education scale. Summary of the SPSS analysis output is shown in Table 4.1.

Table 4.1: Pearson correlation coefficient and determination of the relationship between entrepreneurship education and communication skills acquisition among Business Education students

Variable	N	r	r ²	r ² %	Decision
Entrepreneurship Education	760	.220 ^a	.048	4.8	Positive Relationship
Communication Skills Acquisition					

*Significance: P ≤ 0.05

Table 4.1 shows the r-value of 0.220 which signify positive relationship between entrepreneurship education and communication skills acquisition among Business Education students. The coefficient of determination (r²) is 0.048 indicate that 4.8% of the changes in communication skills acquisition is as a result of entrepreneurship education. This shows that entrepreneurship education was a good predictor of communication skills acquisition among Business Education students.

5.2 Research Question Two

What is the relationship between entrepreneurship education and interpersonal skills acquisition among Business Education students in Delta State tertiary institutions?

To answer the above research question, data generated from the respondents on interpersonal skills acquisition scale were correlated with data from the entrepreneurship education scale. Summary of the SPSS analysis output is shown in Table 4.2.

Table 4.2: Pearson-r and Coefficient Determination on the relationship between entrepreneurship education and interpersonal skills acquisition among Business Education students

Variable	N	r	r ²	r ² %	Decision
Entrepreneurship Education	760	.111 ^a	.012	1.2	Positive Relationship
Interpersonal Skills Acquisition					

*Significance: P ≤ 0.05 r

Table 4.2 indicates the r-value of 0.111 as a positive relationship between entrepreneurship education and interpersonal skills acquisition among Business Education students. The coefficient of determination given as 0.012 indicates that 1.2% of the changes in interpersonal communication among Business Education students were predicted by entrepreneurship education. This implies that entrepreneurship education was a good predictor of interpersonal skills acquisition among Business Education students.

5.3 Research Question Three

What is the relationship between entrepreneurship education and marketing skills acquisition among Business Education students in Delta State tertiary institutions? To answer the above research question, data generated from the respondents on marketing skills acquisition scale were correlated with data from the entrepreneurship education scale. Summary of the SPSS analysis output is shown in Table 4.3

Table 4.3: Pearson-r coefficient of determination of the relationship between entrepreneurship education and marketing skills acquisition among Business Education students

Variable	N	R	r ²	r ² %	Decision
Entrepreneurship education	760	.167 ^a	.054	5.4	Positive
Marketing Skills Acquisition					Relationship

*Significance: P ≤ 0.05

Table 4.3 shows the r-value of 0.167 indicate a positive relationship between entrepreneurship education as a predictor of marketing skills acquisition among Business Education students. The coefficient of determination was 0.054 being the amount of contribution of entrepreneurship education to marketing skills acquisition which was 5.4%. This implies that entrepreneurship education was a good predictor of marketing skills acquisition among Business Education students.

5.4 Hypothesis One:

Entrepreneurship education is not a predictor of communication skills acquisition among Business Education students in Delta State tertiary institutions. In testing the above hypothesis, regression analysis was computed using data generated from communication skills acquisition scale and entrepreneurship education scale. Summary of the SPSS analysis output is shown in Table 4.4.

Table 4.4: Regression analysis onthe entrepreneurship education is not a predictor of communication skills acquisition among Business Education students

ANOVA					
Model 1	SS	Df	MS	F	P
Regression	607.584	1	607.584	15.388	.000 ^b
Residual	11924.360	758	39.485		
Total	12531.944	759			

Model	Unstandardized Coefficient		standardized Coefficient		P
	B	Std. Error	Beta	t-Ratio	
(Constant)	25.531	3.653		6.988	.000
Entrepreneurship Education	.335	.085	.220	3.923	.000

Dependent Variable: Communication Skills Acquisition

Table 4.4 shows the f-value of 15.388 and p-value of 0.001. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 is less than the alpha level of 0.05. The null hypothesis is therefore rejected and the alternative holds true. Therefore, entrepreneurship education is a predictor of communication skills acquisition among Business Education students.

The unstandardized coefficient (B-value) of 0.335 (P< 0.05) indicates that entrepreneurship education is a significant positive predictor of communication skills acquisition among Business Education students. The B value of 0.220 shows that for every one unit change in entrepreneurship education, there will be a corresponding 0.220 unit change in the level of communication skills acquisition among Business Education students. The standardized coefficient value [$\beta = 0.220$; P< 0.05] indicates that entrepreneurship education was a significant predictor of communication skills acquisition at a P-value of 0.05.

5.5 Hypothesis Two

Entrepreneurship education is not a predictor of interpersonal skills acquisition among Business Education students.

In testing the above hypothesis, regression analysis was computed using data generated from interpersonal skills acquisition scale and entrepreneurship education scale. Summary of the SPSS analysis output is shown in Table 4.5

Table 4.5: Regression analysis onEntrepreneurship education as a predictor of interpersonal skills acquisition among Business Education students

ANOVA					
Model 1	SS	Df	MS	F	P
Regression	28.738	1	28.738	3.734	.034 ^b
Residual	2324.600	758	7.697		
Total	2353.339	759			

Variables in the Equation

Model	Unstandardized Coefficient		standardized Coefficient		P
	B	Std. Error	Beta	t-Ratio	
(Constant)	29.671	1.613		18.394	.000
Entrepreneurship Education	.073	.038	.111	1.932	.034

Dependent variable: Interpersonal Skills Acquisition

Table 4.5 shows the f-value of 3.734 and p-value of 0.006. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.034 is less than the alpha level of 0.05. Hence, the null hypothesis is rejected. This implies that entrepreneurship education is a predictor of interpersonal skills acquisition among Business Education students.

The unstandardized coefficient (B-value) of .073 shows that entrepreneurship education is a good predictor of interpersonal skills acquisition among Business Education students. The standardized coefficient value [$\beta = 0.111$; $P < 0.05$] indicates that entrepreneurship education is a significant predictor of interpersonal skills acquisition. Therefore, entrepreneurship education was significant at predicting interpersonal skills acquisition at p-value of 0.05.

5.6 Hypothesis Three

Entrepreneurship education is not a predictor of marketing skills acquisition among Business Education students in Delta State tertiary institutions.

In testing the above hypothesis, regression analysis was computed using data generated from marketing skills acquisition scale and entrepreneurship education scale. Summary of the SPSS analysis output is shown in Table 4.6.

Table 4.6: Multiple regression analysis on entrepreneurship education as a predictor of marketing skills acquisition among Business Education students

ANOVA					
Model 1	SS	Df	MS	F	P
Regression	11.922	1	11.922	1.350	.030 ^b
Residual	2667.604	758	8.833		
Total	2679.526	759			

Variables in the Equation

Model	Unstandardized Coefficient		standardized Coefficient		P
	B	Std. Error	Beta	t-Ratio	
(Constant)	34.537	1.728		19.987	.000
Entrepreneurship Education	.047	.040	.067	-1.162	.030

Dependent Variable: Marketing Skills Acquisition

Table 4.6 shows the f-value of 1.350 and a P-value 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.030 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. This implies that entrepreneurship education was a predictor of marketing skills acquisition among Business Education students.

The unstandardized coefficient (B) of predicting marketing skills acquisition from entrepreneurship education was 0.047. The standardized coefficient or Beta value [$\beta = 0.040$; $P > 0.05$] indicates that entrepreneurship education was a significant predictor of marketing skills acquisition. Therefore, entrepreneurship education was significant at predicting marketing skills acquisition at P-value of 0.05.

6. Discussion

The discussion findings for the study are in line with the answered research questions and the tested hypotheses.

6.1 Entrepreneurship Education as Predictor of Communication Skills Acquisition

The analysis, as shown in Table 4.1, providing answer to research question one, showed that “entrepreneurship education was good at predicting communication skills acquisition among Business Education students in Delta State tertiary institutions”. Hence, the finding of the study, as shown in Table 4.4 revealed that “entrepreneurship education was a good predictor of communication skills acquisition among Business Education students in Delta State tertiary institutions”. This implies that entrepreneurship education was a significant predictor of communication skills acquisition. Amesi (2014) in supporting the above showed that communication ability was important in business success. Also, communication ability was considered important as it is part of what makes them succeed in the entrepreneurship business. In further support of the above, Adebakin et al. (2015) in support of the above, indicated that “entrepreneurship education” was a predictor of communication skills acquisition of students. Lending credence to the above, the finding of Bolaji (2017) revealed that “entrepreneurship education” was a predictor of communication skills in students.

6.2 Entrepreneurship Education as Predictor of Interpersonal Skills Acquisition

Table 4.2 shows that there that entrepreneurship education was a good predictor of interpersonal skills acquisition; implying that, slight changes in communication skills acquisition could be attributed to entrepreneurship education. The corresponding hypothesis, as indicated in Table 4.4 showed that “entrepreneurship education was a good predictor of interpersonal skills acquisition among Business Education students in Delta State tertiary institutions”. This implies that entrepreneurship education was significant in predicting interpersonal skills acquisition. This finding is supported by Imeokparia and Edigbonya (2012) who finding revealed that entrepreneurship education was good at predicting interpersonal skills acquisition among students. Rowe (2021) in line with the above also pointed out that effective interpersonal competence skill is needed for management to develop and sustain a competitive advantage for organizational performance and improvement. Hence, Rowe (2021) revealed that effective interpersonal skill is acquired through entrepreneurship

education; thus, entrepreneurship education was seen as a predictor of interpersonal communication.

6.3 Entrepreneurship Education as Predictor of Marketing Skills Acquisition

Table 4.3 indicated that “entrepreneurship education was a good predictor of marketing skills acquisition among Business Education students”. The analysis further shows that the changes in marketing skills acquisition could be attributed to slight changes in entrepreneurship education. This implies that entrepreneurship education was good at predicting marketing skills acquisition among Business Education. Hence, the seventh finding of the study, as indicated in Table 4.6, revealed that “entrepreneurship education is a predictor of marketing skills acquisition among Business Education students in Delta State tertiary institutions”.

Lending credence to the above finding, Ademiluyi (2017) indicated that “entrepreneurship education helps students to acquire the marketing skills they need for them to function well in the world of work”. Furthermore, in support of the above, Eze and Okorafor (2016) pointed out that graduates require moderate marketing skills for self-employment which could be acquired through entrepreneurship education to enable them establish and manage their independent businesses successfully. Lending credence to the above finding, and in line with researchers such as Ademiluyi (2017) and Eze and Okorafor (2016) indicated that students require marketing skills, through entrepreneurship education in order to enable them identify their potential customer.

7. Conclusion

Based on the findings, it was concluded that:

7.1 Entrepreneurship education had influence on acquisition of communication skills among Business Education students.

7.2 Acquisition of interpersonal skills among Business Education students was predicted by entrepreneurship education.

7.3 Acquisition of marketing skills among Business Education students was predicted by entrepreneurship education

8. Recommendations

The following recommendations were made for the study:

8.1 The Nigerian Government and Tertiary Institutions Management should sustain funding of entrepreneurship education in tertiary institutions to engender skills acquisition among business education students.

8.2 Business education Students should lend themselves to acquire communication skills, interpersonal skills and marketing skills through the various Centres of Entrepreneurship Development in Delta State Tertiary Institutions and also through the entrepreneurship courses available in the Business education programme; as it will help them for easy job employment and job creation.

8.3 The Delta State Government and Tertiary Institutions Management should provide relevant facilities and equipment in the various Centers of Entrepreneurship Development and

also to train Lectures/Instructors on the usage of the facilities and equipment, to make the skills acquired more practical and profitable.

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