

## ENTREPRENEURIAL SKILLS NEEDED BY BUSINESS EDUCATORS FOR IMPARTATION OF SUSTAINABLE DEVELOPMENT IN OYO STATE

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### Abstract

*The study examined influence of entrepreneurial skills needed by business educators for impartation of sustainable Development. Three research questions was raised to guide the study and three research hypotheses were formulated for the study. The study adopted descriptive survey research design. The population of the study consisted of 39 business education lecturers in Emmanuel Alayande College of Education, Oyo. The whole population was used because it was not too large for the researcher to handle. The instrument used was a structured questionnaire which was validated by two experts from Business Education and one expert in measurement and evaluation from Kwara State University, Moleté. Reliability of the study was determined using Crombach Alpha which yielded a co-efficient value of 0.88. Data collected were analyzed using mean and standard deviation and the null hypotheses were tested with t-test at 0.05 level of significance. Findings of the study revealed that inadequate funding, laboratories, computer, limited access to internet facilities and a host of others are the challenges to business education. It was also revealed that business education has a lot of skills for sustainable development. The study therefore recommended among others that, the government at both federal and state levels should ensure adequate release of funds for the procurement of training facilities for practical teaching of business education courses in tertiary institutions and that the curriculum planners should review business education curriculum to enable the students acquire the required skills for the world of work and to establish their own businesses.*

**Keywords:** Entrepreneurship, Entrepreneurship Education, Business Education, Sustainable Development, Business Education Skills.

### Introduction

It is an undeniable fact that education is one of the indispensable tools for sustainable development. Education as a vital instrument for national and sustainable development and it involves the acquisition of fundamental knowledge and essential development skills needed for technological breakthrough and socio-political development which accelerates economic growth. The development of an educational system that is knowledge based both in structure and functionality requires the inclusion of entrepreneurship education. Through entrepreneurial education sustainable development has become a significant issue for all well-meaning administrations of countries across the globe (Ogedengbe, 2013; Laurie, 2016). As such, a series of strategies and programs have been identified and structured towards the development of the mentality of entrepreneurship across all sectors in these administrations across the globe. According to Kuratcko (2019) due to its impact on the growth of economies and sustainable development via entrepreneurial drive and persistence it is fast becoming a central point of economies globally. Therefore, Nigeria as a country be idle and observe other countries develop in its desire to implement and achieve economic independence and diversity. This will bring about advancement in unemployment, poverty and tackle issues in youth restiveness and other socio-economic challenges plaguing the youths today.

According to Eneh, (2011) the fact that the country has over the years remained as a country that is still developing has further strengthened the argument on the need for companies and person to fully adopt and implement the principles of entrepreneurship. This can be seen obviously in the number of

educated school leavers armed with good educational certificates currently roaming the street of our towns and cities for any jobs. Adawo and Atan (2013) opine that the phenomenon has become a full blown challenge amongst graduates of tertiary institutions. This is an unfortunate situation as most youths who are supposed to be productive and active members of the society become beggars, moving from one part of the town, state and country to another in search of greener pastures for which they are ill prepared and equipped for. Thus this therefore buttresses the proposition by Bolarin (2012) who asserts that the need to carefully re-assess or re-evaluate the type and quality of education that is accessible to youths in Nigerian tertiary institutions of learning becomes imminent. Equally, according to Anyaogu (2019) opined that tertiary institutions should be geared towards producing graduates who are relevant to the society and economy at large. Graduates who will be able to make use of their knowledge and skills acquired to alter and shape the environment while creating jobs that empower the graduates. This has consequently led to the rise of a lot of crimes which include amongst other things kidnapping, prostitution, ritual killings, human trafficking, fraud, gambling as well as oil pipe vandalism to mention but a few (Adesina, 2013). According to a report by the National Bureau of Statistics (2016) the unemployment rate rose from 10.4 percent in the fourth quarter of 2015 to 12.1 percent as at March quarter of 2016.

In view to this, the Human development index (HDI) an indicator that determines the wealth of any nation which Nigeria was ranking 152<sup>nd</sup> position according to this index (UNDP, 2016). As such, it must be highlighted poverty and unemployment continues to rise although new educational reforms have been introduced by the government such as the introduction of 34 trade subjects that include catering, arts and craft, cosmetology, garment making to mention but a few. As a consequence, entrepreneurship education remains a tool for sustainable development.

Entrepreneurship is the ability to locate and assess business chances, meet the essential measures and execute activities to take edge of those opportunities while leading the way by elevated attainment incentives. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish using individual initiative to transform a business concept into a new venture, and run an enterprise successfully (Okpara, 2017; Osemeke, 2012). The entrepreneurship spirit is a pre-requisite to an entrepreneurial society and culture.

This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangwu (2016) that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. In the view of Nwachukwu and Nwamuo, (2015) entrepreneurship involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. Nicolaou and Shane (2016) and Ndumanya (2012) view entrepreneurship as the engine driving the economy of nations creating new industries, young entrepreneurs, employments and wealth creation in the society. The tendency that business education students becoming entrepreneur is not restricted to a particular skill. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes (Gibb, 2005). These behaviours can be practiced, developed and learned; hence it is important to expose all students to skills in entrepreneurship education (Ayatse, 2013).

Entrepreneurship education has been recognized as an antidote to unemployment and poverty among the youths in both developed and developing countries particularly in Nigeria as whole. Aina and Salako (2018) described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably. Akpomi (2019) also viewed that for any country to foster genuine economic growth and development, its educational system must be considered in the bedrock of any meaningful development. Driving entrepreneurship education according to Ojeifo (2013) is the process through which individuals are made participating members of their society. It enables them to become capable of living in the society and to contribute towards its economic development. This implies that entrepreneurship education is bedrock of economy development. Entrepreneurship education has helped developed countries such as United States of America, United Kingdom and Canada to transform their economies (Kuratko, 2019).

Entrepreneurship education contributes in an immeasurable ways toward creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals. Nigeria adopted entrepreneurship education to accelerate economic growth and development. This reflect in Nigeria's

national policy on education which states that education is the most important instrument for propelling change, as no fundamental change can occur in any society except through educational revolution that impact on the intellects (Akhuemonkhan, Raimi & Sofoluwe 2013). To support this the assertion, Federal Government of Nigeria gave directive to all Nigerian tertiary institutions through its agencies to develop a minimum academic standard for teaching entrepreneurship and to adopt entrepreneurship studies as a compulsory course. However, more than ten years, practical implementation still suffers set back. Akhuemonkhan et al (2013) lamented the undue emphasis on exams and paper qualification with the concomitant inability of the system to address aggressively the issue of dysfunctional knowledge. In other words, Nigeria educational institutions still teach the youths to master various subjects but have failed to relate those subjects to the Nigeria needs; thereby lack the ability to solve the fundamental problems of living (Akhuemonkhan et al 2013).

Entrepreneurial skills of business education students could contribute to economic welfare as they increase the innovative capacity of the economy. This is acquired through entrepreneurial education. Entrepreneurship Education reduces the high level of rural-urban migration, to offer functional education for the people that will enable them to be self-sustenance and self-reliant, to provide the youth adequate training that will enable them to be more creative and innovative in identifying noble business opportunities (Akeke & Eyo, 2018). Moreover, through entrepreneurship, new businesses and jobs are created, which is of critical importance in today's global business environment. Adding to this, Low and MacMillan (2018) viewed that new firm's creation is a critical driving force of economic growth, creating hundreds of thousands of new jobs, as well as enhancing federal and local tax revenues, boosting exports, and generally increasing national productivity. Entrepreneurial competency aimed at identifying the characteristics of a good and effective entrepreneurial so that organizations can be successful. Strategic planning competencies relates to setting, evaluating and implementing the strategies of the firm, while calling for abilities and skills from a broader and long-term perspective. Another type of competency business education students should possess for effective business management is opportunity competencies. The most distinguishing competencies for the entrepreneur is the competency which is related to the opportunity available for him to change the world. For instance, McClelland (2017) finds —to see and act on opportunities as one of the competencies for successful entrepreneurs. This category of competencies comprises of the entrepreneurial activities in spotting opportunities, actively seeking new opportunities, and developing the opportunities which makes it a must acquire virtue for business education graduates.

Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and higher education institutes. Education in business has many forms, mainly occurring within a classroom of a school. A business education has many components, as there are many different areas of the business industry as a whole. An education in business varies greatly in its curriculum and popularity around the world. Career development is often an integral part of an education in business. Business education generally refers to the plethora of courses designed to provide students with any number of skills needed for success in business, especially those related to launching and running businesses.

Business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. Business education teachers introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines. The standards are based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens (Okolo, 2015). It is based on this premise that the researcher intends to examine entrepreneurship education as a tool to sustainability development in Oyo State.

Management is an act of planning, organizing, and controlling the business activities and leading of people in order to achieve organization goals. It is the process of harnessing the diverse resources material, finance, people and time in a manner as to achieve what the organization sets to achieve. Management is a process of planning, organizing, leading and controlling all activities of the organization in pursuit of pre-determined objectives. In the view of Ogbuanya, Nweke and Ugwoke (2017), management

functions include all efforts towards: planning, organizing, leading or motivating, coordinating and controlling. Thus, the organization achievement depends largely on the managerial ability of those controlling the business affairs. Management has been defined by Nwachukwu in Okoro and Dajur (2011) as the coordination of all resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objective. Salome (2012) further emphasized that the skill comes from the knowledge of and proficiency in activities involving methods, procedures and processes of getting thing done. To this end the skills involve efficiency in dealing with subordinate, working with tools, techniques and equipment to coordinate the activities of the organization to perform as expected.

Accounting is the systematic recording of financial transaction. It is a service activity, the function of which is identifying, measuring, recording and communicating quantitative information, primarily financial in nature, about economic entities. Ubulom (2012) sees accounting as the process of expressing the economic activities of everybody life in money terms, so that we can estimate the costs of creating good and service, make decision about production on the basis of these estimates, compare the actual costs as they occur with the estimates originally made, and adjust the output and prices of goods and services accordingly.

Ezeani, Ifeonye, Metalu and Ezemoyih (2012) opined that having basic accounting knowledge or skills does not necessarily imply that the entrepreneur should be able to appreciate the contributions that accounting information offers in solving both financial problems that may arise from time to time. The entrepreneur should be able to prepare and interpret own financial statements. The entrepreneur should be able to keep and maintain records of receipts and payments (cashbook), income and expenditure and a balance sheet for the business. Akpotowoh, Watchman and Ogeibiri (2016) identified some of the accounting and financial skills required by entrepreneurs in business related areas for successful operation of business enterprises to include: knowledge of accounts; knowledge of costing; ability to interpret financial statements; ability to acquire the skill of preparing financial statements; ability to understand payroll and various deductions; ability to know gross and net profits; ability to know sources of funds; ability to know how to obtain loans, a knowledge of Federal, state and local government levies, taxes and regulations and knowledge of factors involved in decision to grant loan by financial houses Other accounting skills required by an entrepreneur are: ability to process accounts receivable and accounts payable, ability to process inventories, ability to post ledgers and extract the trial balance, ability to prepare daily cash reports, ability to keep debtors ledgers, ability to prepare bank reconciliation statements, ability to keep sales and purchases records and ability to calculate depreciation.

Marketing skills is another important and essential skill which depends on the very success or failure of a business. Marketing is a common phenomenon but it is a very complex and elusive subject matter. The activities of marketing are so diverse that it is difficult to say what marketing is. Usoro (2016) defined marketing as the process by which the productive potentials of the company is used to satisfy individual and social needs of all kinds. He further sees marketing as consisting of all profitable human activities undertaken by the firm towards the creation of goods and services. Argument among Nigerian traders is that successful entrepreneurship in trading occupation simply depends on talent and luck. They believe that programmed training in marketing skill is irrelevant for success in trading activities. This view is rooted in ignorance because education and trading can promote individual initiative and marketing competencies. Business Education has been defined as an aspect of the educational programme that prepares the individual to acquire relevant skills that are needed for personal use or for employment or for managing business. Since one of the goals of business education, according to the NPE (2014) is to provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, it then means that business education is imperative for sustainable development in any society.

In order to clearly explain the concept of sustainable development, it is important to define, first the terms, —sustainable and —development. According to the Oxford Dictionary of English, sustain means to strengthen or support physically or mentally, cause to continue for an extended period or without interruption. On the other hand, it defined development as a specified state of growth or advancement. Therefore, putting the two meanings of sustainable and development together, sustainable development implies a continuous state of growth or advancement for an extended period. Sustainable development has

also been defined as the development that meets the needs of the present without compromising the ability of future generations to meet their needs (Data Revolution World, 2020). It is important to emphasize here that sustainable development stems from the present to project the future. The desired result of sustainable development is a state of human living conditions in society and the use of resources to meet human needs while preserving the ability of future generations to meet their own needs.

Sustainable development through entrepreneurial education has become a major concern of all well-meaning countries of the world. There are a number of programmes and policies tailored towards the development of entrepreneurial mind-set among people from all walks of life in these countries. These programmes include both structured and unstructured ones. Entrepreneurship is becoming a focal point for the various economies of the world as a result of its potency to greatly influence self-sustenance, economic growth and development through entrepreneurial drive and persistence in today's world (Kuratko, 2019).

Today, the rate of graduates' unemployment has become a source of worry to the graduates themselves, parents, relations and of course, the governments. This has become an economic, political and social problem in Nigeria. Unemployment, both of the educated and the uneducated manpower, has become one of the most topical and thorny issues in contemporary Nigeria. The unemployment situation has changed from previous position marked by prolonged period of unemployment and misemployment, to one in which graduates of tertiary institutions have to normally wait for a long time before getting a first job – if at all. The zeal for tertiary education is gradually being eroded because of the discouraging wave of graduate unemployment. Creating market-relevant educational training opportunities that will provide undergraduate students with the skills necessary to become more employable is crucial to increasing employment and strengthening economic growth. More so, it enables learners to acquire basic knowledge, skills, attitudes and ideas which will equip them into starting a new business. Therefore, this study prompts to examine entrepreneurship education as a tool for sustainable development in Oyo state.

### **Statement of the Problem**

Business education in Nigeria tertiary institutions has the prospective for enshrining enterprising entrepreneurship education that could furnish the students with skills for distinctive workable business opportunities, appropriate business management, financial management, right marketing skills and avoidance of business failure. In business education, skill acquisition and training in entrepreneurial activities are not regular in terms of value creation for other people, they are rarely connected to the entrepreneurship education and its implementation, approaches and procedures for creating value for sustainability such as lack of entrepreneurial competencies, not learning-by-creative-value, lack of acquisition of resources needed to create the value, lack of explorative value, altering importance on theory over practice, lack of routine in value creation, lack of cognitive competences, practical inadequacy and lack of pedagogical approaches. To address these challenges therefore, entrepreneurship education needs to be based on practical activities where learners work in teams, creating value such that business education students can try out their own ideas, apply the acquired knowledge and find new solution for sustainability development. Therefore, the study is set out to investigate how entrepreneurial skills needed by business educators for impartation of sustainable development in Oyo State

### **Research Questions**

The following question was raised to guide the study.

1. To what extent are the managerial skills needed by Business Education lecturers for impartation of sustainable development in Colleges of Education in Oyo state?
2. To what extent are the accounting skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?
3. To what extent are the marketing skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?



### Research Hypotheses

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

- H<sub>01</sub>: There is no significant difference in the mean responses of male and female business education lecturers on the extent of managerial skills needed for impartation of sustainable development in Colleges of Education in Oyo State.
- H<sub>02</sub>: There is no significant difference in the mean responses of years of experience business education lecturers on the extent of accounting skills needed for impartation of sustainable development in Colleges of Education in Oyo State.
- H<sub>03</sub>: There is no significant difference in the mean responses of male and female lecturers of business education on the extent of marketing skills needed for impartation of sustainable development in Colleges of Education in Oyo State.

### Methods

The study adopted a descriptive survey research which involved gathering data through the use of questionnaire. The study adopted descriptive survey research design. The population of the study consisted of 39 business education lecturers in Emmanuel Alayande College of Education, Oyo. The whole population was used because it was not too large for the researchers to handle. The research instrument was titled: Entrepreneurship Education as a Tool for Sustainable Development Questionnaire (EETSDQ). The instrument was face and content validity by two experts from Business Education department in Kwara State University, Malete and one from Measurement and Evaluation, Tai-Solarin University of Education, Ijebu-ode. The study utilized a validated four point scale questionnaire with a reliability of 0.78. Cronbach Alpha reliability coefficient was used to test the reliability of the instrument and a coefficient of 0.78 was obtained. The researchers with the help of two research assistants administered and collected the instrument from the respondents. The data collected for the study were analyzed using the mean and standard deviation to answer the research questions and z-test statistics to test the hypotheses at 0.05 level of significance. Any item with a mean rating of 2.50 or above was regarded as accepted while mean rating less than 2.50 was regarded as not accepted. For the hypotheses, any item with t-calculated value greater than critical value was rejected, otherwise the hypothesis of no significant difference was accepted.

### Results

#### Research Question 1:

To what extent are the managerial skills needed by Business Education lecturers for impartation of sustainable development in Colleges of Education in Oyo state?

**Table 1:** Responses mean ratings on the managerial skills needed by business education lecturers in Colleges of Education in Oyo State N =39

S/N	Items	X	SD	Remarks
1.	Undertake basic step in starting a business	3.63	0.57	Agreed
2.	Plan business activities	3.56	0.71	Agreed
3.	Evaluate business activities	3.51	0.61	Agreed
4.	Take appropriate decision when necessary	3.47	0.75	Agreed
5.	Implement plans for good attainment towards poverty reduction	3.40	0.80	Agreed
<b>Cluster Mean/Standard Deviation</b>		<b>3.36</b>	<b>0.63</b>	<b>Agreed</b>

**Source:** Field survey, 2021

Table 1 shows the mean responses of business education lecturers in colleges of education on managerial skills as a tools for sustainable development in colleges of education in Oyo state. Item by item analysis revealed that all nine items had the mean scores that ranged from 3.41 to 3.67. The mean scores are

indications that these are managerial skills needed by business education lecturers for sustainable development in Oyo state.

### Research Question 2:

To what extent are the accounting skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?

**Table 2:** Responses mean ratings on the accounting skills needed by business education lecturers for sustainable development N =39

S/N	Items	X	SD	Remarks
1.	Provide information useful for decision making	3.67	0.67	Agreed
2.	Prepare financial statement in accordance with accounting standard	3.41	0.91	Agreed
3.	Interpret financial statement	3.54	0.61	Agreed
4.	Analyse financial data	3.47	0.75	Agreed
5.	Identify sources of capital to start business	3.44	0.80	Agreed
6.	Ability to determine the gross profit	3.40	0.66	Agreed
7.	Ability to determine net profit	3.33	0.81	Agreed
8.	Ability to know source of funds	3.26	0.76	Agreed
9.	Ability to prepare Statement of owner's equity	3.41	0.67	Agreed
<b>Cluster Mean/Standard Deviation</b>		<b>3.46</b>	<b>0.56</b>	<b>Agreed</b>

Source: Field survey, 2021

Table 2 shows the mean responses of business education lecturers in colleges of education on the relevance of entrepreneurship education as a tools for sustainable development in colleges of education in Oyo state. Item by item analysis revealed that all nine items had the mean scores that ranged from 3.41 to 3.67. The mean scores are indications that these are accounting skills needed by business education lecturers for sustainable development in Oyo state.

### Research Question 3:

To what extent are the marketing skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?

**Table 3:** Responses mean ratings on the marketing skills needed by business education lecturers in colleges of education in Oyo State. N=39.

S/N	Items	X	SD	Remarks
15.	Knowledge of seasonal fluctuation of goods	3.87	0.24	Agreed
16.	Ability to determine the extent to which products will sell	3.74	0.16	Agreed
17.	Familiarity with various aspects of sales and salesmanship	3.53	0.31	Agreed
18.	Ability to budget	3.48	0.21	Agreed
19.	Ability to forecast	3.60	0.33	Agreed
20.	Ability to determine current trends in sales of products	3.64	0.15	Agreed
<b>Cluster Mean/Standard Deviation</b>		<b>3.64</b>	<b>0.23</b>	<b>Agreed</b>

Source: Field survey, 2021

Table 3 shows the mean responses of business education lecturers on marketing skills for sustainable development in Oyo state. The results revealed that all the items had the mean scores that ranged from 3.48

to 3.87. The mean scores are indications that possible means of acquiring marketing skills needed by Business Education lecturers in colleges of education in Oyo State.

### Testing of Hypotheses

#### Hypothesis 1:

There is no significant difference in the mean responses of male and female business education lecturers on the extent of managerial skills needed for sustainable development in Colleges of Education in Oyo State.

**Table 4:** Summary of z-test result analysis of male and female business education lecturers in colleges of education in Oyo State on accounting skills needed as a tools in a changing world.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
Male	28	3.36	0.63	107	1.49	1.96	Not Rejected
Female	11	3.63	0.68				

**Source:** Field study, 2023.

From table 4, the calculated Z-value of 1.49 is less than the Z-critical value of 1.96 at 38 degree of freedom and at 0.05 level of significance. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of male and female Business education lecturers in Oyo state colleges of education do not differ significantly on the accounting skills needed for sustainable development.

#### Hypothesis 2:

There is no significant difference in the mean responses of years of experience business education lecturers on the extent of accounting skills needed for impartation of sustainable development in Colleges of Education in Oyo State.

**Table 5:** Summary of z-test result analysis of business educators in colleges of education in Oyo State on accounting skills needed as a tools in a changing world.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
1-5 yrs	17	3.42	0.63	38	1.29	1.96	Not Rejected
10-20 yrs	22	3.53	0.78				

**Source:** Field Study, 2023.

From table 5, the calculated Z-value of 1.29 is less than the Z-critical value of 1.96 at 38 degree of freedom and at 0.05 level of significance. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of years of experience Business education lecturers in Oyo state colleges of education do not differ significantly on the accounting skills needed for sustainable development.

#### Hypothesis 3:

H<sub>03</sub>: There is no significant difference in the mean responses of male and female students of business education on the extent of marketing skills needed for sustainable development in Colleges of Education in Oyo State.

**Table 6:** Summary of t-test result analysis of male and female business education lecturers in colleges of education in Oyo State on the use of marketing skills needed for sustainable development.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
Male	20	4.23	0.78	38	1.60	1.96	Not Rejected
Female	19	3.99	0.64				

**Source:** Field Study, 2023.

From table 6, the calculated Z-value of 1.60 at degree of freedom of 107 and at 0.05 level of significance is lower than the critical value of 1.96. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of male and female Business educators in



colleges of education in Oyo State do not differ significantly on the marketing skills needed as a tools in a changing world in colleges of education will be upheld.

### **Discussion of Findings**

The findings in research question one showed that there are managerial skills needed by business education lecturer for sustainable development in Colleges of Education in Oyo State with mean ratings ranged from 3.41 to 3.67 will help in sustainable development. This was in line with Usoro (2016) sees managerial skills as a process by which the productive potentials of the company is used to satisfy individual and social needs of all kinds. Therefore, He further concluded that present of managerial skill will enable the business education lecturers to exhibit strategies that will improve productivity of young ones in order to promote sustainable development. The result in Table 4 revealed that male business education lecturer in colleges of education did not differ significantly from female business education in colleges of education on the managerial skills needed for sustainable development. This means that the gender does not affect the entrepreneurship education as a toolfor sustainable development in Oyo state.

Findings of the study in the research question two agreed that there are accounting skills needed by business education lecturers in the colleges of education in Oyo State with mean ratings ranged from 2.71 to 3.73 will help in promoting sustainable development. This agreed with the views of Obunadike (2015); Ezeani, Ifeonye, Metalu and Ezemoyih (2012) that business education lecturers should have knowledge of accounts, knowledge of costing, ability to interpret financial statements, ability to acquire the skill of preparing financial statements, ability to determine net profit and ability to know source of funds are some of the basic skills in delivery of business education in colleges of education in Oyo state. Similarly, Akpotowoh, Watchman and Ogeibiri (2016) also argued that this situation would be necessary to produce competent personnel that are useful for unemployment eradication and sustainable development.

The result in Table 5 revealed that business education lecturer in rural area did not differ significantly from business educators in urban area on the accounting skills needed by Business education lecturer for sustainable development. This means that the institution type does not affect the entrepreneurship education for sustainable development in Oyo state.

The findings of the study on research question three also agreed that there marketing skills needed by business education lecturers in colleges of education in Oyo State with mostly mean scores ranged from 3.48 to 3.87 would help in promoting sustainable development. This is in line with the findings of Idris and Mbudai (2016) who asserted that the marketing skills for the effective delivery of business education would help in promoting marketing skill for sustainable development.

Results in Table 6, revealed that male and female business education lecturers in colleges of education did not differ significantly on the process of apply marketing skills needed by business education lecturers in colleges of education in Oyo State essentials, such as Knowledge of seasonal fluctuation of goods, ability to determine current trends in sales of product, familiarity with various aspects of sales and salesmanship and many more.

### **Conclusion**

As far as the formal sector is concerned, the average products of Nigeria educational programme are basically unemployable because they lack the skills needed by employers of labour (Uddin and Uddin, 2013). This situation has resulted in the ever increasing army of unemployed youths on the streets of our urban areas and villages with the consequent rise in crime waive in our society today. A situation like this does not create room for sustainable development in any society. In Oyo state and Nigeria in general, entrepreneurship education is a veritable tool for bridging the unemployment gap. This is because business education equips youth and adults with relevant skills and competencies that enable them contribute meaningfully to the sustainable economic development of their areas as competent employees, entrepreneurs, employers, producers and informed consumers of goods and services.

### Recommendations

- i. Business Education students should be made to acquire accounting skills so as to contribute meaningfully to the economy of the country.
- ii. The school management should establish accounting laboratory equipped with computers that are embedded with modern accounting soft-wares for proper record keeping and for preparing financial statements of accounts this can improve students accounting knowledge after graduation.
- iii. Lecturers should re-dedicate themselves by attending more workshops, seminars to acquaint themselves with accounting skills so that they can in turn, impart same in the students.
- iv. Qualified and competent Business Educators should be employed to handle the teaching of Financial Accounting in tertiary institution.

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