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OFFICE TECHNOLOGY AND MANAGEMENT (OTM) AND ENTREPRENEURIAL SKILLS POSSESSED BY BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION FOR MANAGEMENT OF SMALL SCALE BUSINESSES IN ADAMAWA STATE

Dr. TITUS AMODU UMORU
PROFESSOR & HEAD
DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION
KWARA STATE UNIVERSITY
MALETE

YAKUBU BALA (MABEN)
LECTURER
DEPARTMENT OF BUSINESS MANAGEMENT
ADAMAWA STATE POLYTECHNIC
YOLA

ABSTRACT

The study was conducted to assess Office Technology and Management (OTM) and Entrepreneurial skills possessed by business education students in Colleges of Education for the management of small scale business in Adamawa State. Descriptive survey design was adopted for the study. The entire 189 final year students of business education from the two colleges of education formed the population and sample of the study. A 4-point likert rating scale with a structured constructs containing 31 items was used to elicit responses from the respondents. Cronbach Alpha reliability method was used to determine the internal consistency of the instrument which yielded reliability co-efficient of 0.87. The data collected were analysed using mean and standard deviation to answer the research questions while t-test was used to test the null hypothesis of no significant difference at 0.05 level of significance. The findings of the study revealed, among others, that office technology and management and entrepreneurship skills are moderately possessed and that all the skills are highly required by both male and female students for effective management of small scale businesses. The study concluded that these skills if possessed will make business education graduates better prepared to take up jobs in organizations and perform satisfactorily or be self-employed by establishing small and medium businesses. Therefore, recommendations were made, among others, that the study of Office technology and management should be encouraged by all stakeholders, as it is geared towards skill acquisition, knowledge development and entrepreneurship.

KEYWORDS

office technology and management, entrepreneurship skills, management, small scale business.

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INTRODUCTION

Business education is an educational programme that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Osuala (2007) defined business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas would enable the individuals operate in the environment such individuals find themselves. Therefore, business education is the aspect of the total educational programme that provides the knowledge, skills understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers also business education leads to acquisition of relevant skills in different business subject areas.

Business education at college of education level equips the students with skills in Office Technology and Management (OTM) and entrepreneurship, which will enable the students, manage small scale enterprise on graduation. The objectives of business education at NCE level among others is to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for the management of small scale businesses.

Two fundamental issues come to the fore when a skill is to be acquired, according to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. Therefore, skill is the acquired attitudes and behaviours after an exposure to theories and practices in the field of study. Skill is the ability to do something with a degree of proficiency resulting from certain behaviour pattern in respect to smoothness, speed and accuracy. Skill acquisition process in a developing country like Nigeria should be in three stages: theoretical, practical and exposure to challenges (Peace, 2009). Also, it is well known that class activities are theoretical in nature and most times, are general principles which apply to more than one situation. Practical class work on the other hand, may be by trial and error method. It involves doing something that is more physically applied to more specific situation.

Management in the view of Obi (2011) is the process by which those in authority plan, organize and control a business in an effort to make it successful. Management is the process of directing, administering or running a business. It is essentially directing human efforts and energies and coordinating the whole as a team and giving vital leadership. Therefore, Management consist of five functions as: planning, organizing, leading, coordinating and controlling. These functions make management an essential instrument in business or enterprise administration. Management is an instrument of an enterprise that is used to achieve positive end-results.

Small scale business is a business that is independently owned and managed in its dominant field of operations by private individuals to meet up their desired income and employment needs. A small scale business enterprise is one which possesses the following characteristics: usually the managers are also the owners, capital is supplied and the ownership is held by an individual or small group; the area of operation is mainly local; and the relative size of the firm within industry must be small when compared with biggest units in its field. All the massive attention and support given to small scale business relate to the widely acclaimed fact that small scale businesses are job and wealth creators.

In Nigeria, the central Bank according to Chendo (2013) defined small scale enterprises on the basis of total asset and number of employee. Nevertheless, the National Council for Industry (2002) cited in Egbetokun (2008) and Osotimehin and Olajide (2012) defined micro business as a business whose total cost, including working capital but excluding cost of land, is not more than N1million and a labour size of not more than 10 workers. While small scale business is a business whose total cost, including working capital but excluding cost of land is over N1million but not more than N40million and a labour size of between 11 and 35 workers. Based on the above, it seems that in Nigeria there is no consensus on the definition of small scale businesses, but they are defined along three dimensions; in terms of either employment or investment, or a combination of any two, or all. It also worth deducing that any business with capital base worth N1million or has a number of employees up to 11 is regarded as small scale businesses (Olowu & Aliyu, 2015).

Office Technology and Management programme therefore, is an educational programme meant for the acquisition of knowledge, skills office ethics and competencies needed to prepare the individuals to enter gainful employment in specific business and office occupation. These skills include Message handling system skills, Document management system skills, and record management skills. Okorie (2000) defined entrepreneurship skills simply as business skills which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur. These skills include human relations skills, time Management Skills, Independence, creativity and innovativeness skills, persistence and perseverance skills, Technical Skills, business management skills, personal entrepreneurial skills, innovative skills, and Self-Motivation skills. Nwabuona (2010) described the OTM programme as focusing on combination of office information technical skills with adequate and relevant business knowledge in solving organizational problems. He noted that the target is to produce hybrid administrative professionals to respond to the demands of a dynamic and intensely computerized work place. To Komolafe and Ajani (2010), Office Technology and Management is a work oriented educational programme that aims at skill acquisition which are useful and employable in the labour market. Komolafe and Ajani explained that the programme is designed to development participant's skills, abilities, understanding, attitudes, work habits and appreciation of encompassing knowledge and information needed by individuals in order to enter and progress in employment on a useful and productive base. It is a component of business education and indeed vocational and technical education. According to Nwaosa, Egbule and Olannye (2013) the following skills are required by office technology and management students, Telecommunication Skills: telecommunication facilities, message handling system skills:

Entrepreneurship refers to the key competence to an individual's ability to turn ideas, gifted potentials into positive action (Sanni, 2014). According to the views of Ogbonna, Ani and Ezech (2015), entrepreneurship is an attempt to create value through recognition of business opportunities, the management or risk taking appropriate to business opportunities and through the communicative and management skills to mobilize human, financial and material resources necessary to bring such a project to function.

The above definitions are in line with the view of Oborah (2009) who stated that the concept of entrepreneurship is associated with a number of activities which include the following: The ability to create and built something from nothing, The ability of having a vision matched with focus and determination of building an enterprise, The skills for seeing an opportunity where others fail to do so, The ability to aggregate, marshal and control resources judiciously, The ability to build a working team to complement your own talents and efforts, The ability to engage in activities despite all odds and possibly turn them into your own favours and the willingness to undertake personal and financial risks.

Business education graduates in Adamawa State are yet to maximize these opportunities in creating jobs for themselves and others instead, they roam the streets in search of jobs, which are either few in supply or even non-existent. The higher educational programmes in Nigeria had fallen short of expectations, and as a result, many of the graduates of these institutions lack basic skills required by the labour market. The short fall in required basic skills has also resulted in mass unemployment among the graduates. The pace in technological changes in the field of business and education has affected the labour market. The educational programmes at all levels should be made relevant to provide the graduates with the needed entrepreneurial skill needs that should give adequate attention to entrepreneurial development in the country. To be able to teach entrepreneurship education, the teachers themselves, especially in Business Education programme of colleges of education should be well verse in entrepreneurial skills and entrepreneurial orientation necessary to develop amongst Business Education students.

STATEMENT OF THE PROBLEM

With the soaring unemployment rate in Nigeria, self-employment and establishment of small scale businesses are presently high on the country's national agenda, with the hope that they will provide alternate channels of employment. Yearly, thousands of college graduates join the labour market in search of employment. According to Nwangwu (2007), the challenge is thus one of not tackling the already sizeable unemployed youths but also absorbing the new entrants into the labour market. Underlying this situation is the fact that the training which students of business education receive in the college has not been fully successful in equipping them with desirable skills required for job creation and self-employment upon graduation. The failure of colleges of education to inculcate in students skills required for self-reliance has led to wastages in human and natural resources that abound in Nigeria. This is because the youths and graduates of colleges of education are not equipped with skills with which to exploit the natural resources that abound in Nigeria. This has rendered the pursuit of self-reliance among our business education graduates. The poor state of youth development in Nigeria has remained a source of worry to government and concerned citizens. The looming crises in national development has been considered as the major cause of rural poverty, youth restiveness, armed robbery, prostitution and trafficking, import dependence and low level of industrial development. At both the national and community levels, the scarcity of skilled youths and unemployment are areas of greatest concern to the common man. The situation now is that most business education graduates in Nigeria make little or no attempt to establish small scale businesses of their own despite the abundant business opportunities available in the country. Instead, they continue to besiege ministries and government offices in search of jobs that are either extremely few in supply or even non-existent. The problem of the study therefore, is "what are the office technology and management and entrepreneurial skills possessed by business education students in Colleges of Education for management of small scale businesses in Adamawa State?"

RESEARCH QUESTIONS

The research work provides answers to the following specific research questions:-

1. To what extent are the office technology and management skills possessed by business education students in colleges of education for the management of small scale businesses in Adamawa State?
2. What is the extent to which entrepreneurial skills are possessed by business education students in colleges of education for the management of small scale businesses in Adamawa State?

RESEARCH HYPOTHESES

In line with each of the research question, the following null hypotheses were formulated and tested at the significant level of 0.05.

1. Ho₁: There is no significant difference in the mean responses of male and female business education students in Colleges of Education on the office technology and management skills possessed for the management of small scale businesses in Adamawa State.
2. Ho₂: There is no significant difference in the mean responses of male and female business education students in Colleges of Education on the entrepreneurial education skills possessed for the management of small scale businesses in Adamawa State.

METHODOLOGY

Descriptive survey design was used in conducting the study. The design involves collecting and analysing the data gathered. The choice of the design was based on the opinion of Martyn (2008) who stated that descriptive survey research design is often used because of easy access to the required information and to understand the social phenomenon from the participants' perspective. The study was carried out in Federal College of Education Yola and College of Education Hong in Adamawa State. The choice of the state for this study was necessitated by the adequate number of NCE business education students who constituted the respondent for the study. The population for the study was 189 students offering business education programme for 2016/17 academic session. Due to the relatively manageable size of the population the entire population of 189 students was used in the study. Therefore, there was no sampling. This is in compliance with the recommendation of Ademuluyi and Okwuanaso (2009), that it is ideal to study the entire population whenever it is not more than 250. As further affirmed by Bude (2007) who stated that estimate of assessment or relationship is less likely to be biased if there is a high participant rate involved in providing information from the population of the study. The questionnaire was the instrument used for eliciting responses from the respondents. The questionnaire was divided into two sections: A and B, which consisted of 31 generated items. Section A sought information on Office Technology and Management skills possessed for management of small scale Businesses, while Section B is on Entrepreneurial skills for Management of small scale Businesses. The instrument utilized a four point rating scale of Highly Possessed (HP) 4 points, moderately possessed (MP) 3 points, slightly possessed (SP) 2 points, and Not possessed (NP) 1 point. The instrument was

face validated by three experts two from the Department of Business and Entrepreneurship Education Kwara State University Malete, and One in the Department of Vocational Education, Modibbo Adama University of Technology, Yola. The comments and corrections were incorporated and used for the final development of the instrument. The internal consistency of the instrument was determined using Cronbach Alpha method, which yielded a coefficient of 0.87 showing that the instrument was reliable for the study. All the 189 copies of the questionnaire were administered by the researchers with the help of two researcher assistants, who helped to collect on the spot the completed questionnaire to ensure a high percentage return rate of the questionnaire. The data collected were collated and analysed using mean to answer the research questions while t-test was used test the null hypotheses at 0.05 level of significance. If the calculated t-value was greater than the table value for the given degree of freedom (df) the null hypothesis was regarded as significant otherwise not significant.

RESULTS

Research Question One: To what extent are the office technology and management skills possessed by business education students in colleges of education for the management of small scale businesses in Adamawa State.

Mean and standard deviation of responses on Office technology and management skills possessed by business education students

TABLE 1

S/N	ITEMS	\bar{X}	SD	Remark
1	Ability to maintain customers list for automated mass mailing	2.35	1.12	Slightly possessed
2	Ability to keep information about guests and vendors of the business electronically	2.85	0.96	Moderately possessed
3	Ability to manage time and being economical in sending and receiving message electronically	2.84	0.99	Moderately possessed
4	Ability to surf the internet to find suppliers and customers	2.20	1.18	Slightly possessed
5	Ability to track, search and locate client online using the web	2.06	1.09	Slightly possessed
6	Ability to type, recall and retrieve document using computer	2.85	0.96	Moderately possessed
7	Ability to store and rename document electronically	2.77	0.97	Moderately possessed
8	Ability to manually file and retrieve document	2.69	0.99	Moderately possessed
9	Ability to use different packages like Ms word, Ms office, Ms excel, Ms access etc	2.28	1.12	Slightly possessed
10	Ability to use communication package like e-mail	2.32	1.13	Slightly possessed
11	Ability to make and receive telephone calls politely	2.74	0.94	Moderately possessed
12	Ability to identify the mode of communication to be used in a given business situation	2.38	1.09	Slightly possessed
13	Ability to ensure effective flow of communication through established channels within the business electronically	2.69	1.03	Moderately possessed
14	Ability to accept responsibility for mistakes	2.38	1.14	Slightly possessed
15	Ability to stay for extra hours if there are urgent job to be done	2.31	1.14	Slightly possessed
16	Good public relations with customers	2.92	0.89	Moderately possessed
17	Ability to appreciate customers for their patronage	3.06	0.96	Moderately possessed
Weighted Mean		2.57	1.04	Moderately possessed

Source: Field Survey, 2017

Table 1 revealed that the respondents slightly possessed the skills of ability to maintain customers list for automated mass mailing (mean = 2.35), ability to surf the internet to find suppliers and customers (mean = 2.20), ability to track, search and locate client online using the web (mean = 2.06) while the skills of ability to keep information about guests and vendors of the business electronically (mean = 2.85), ability to manage time and being economical in sending and receiving message electronically (mean = 2.84) and ability to type, recall and retrieve document using computer (mean = 2.85) are moderately possessed for the management of small scale businesses. It was also revealed that the skill of ability to store and rename document electronically is moderately possessed (mean = 2.77), ability to manually file and retrieve document (mean = 2.69). Table one also showed that the following skills are moderately possessed: ability to make and receive telephone calls politely (mean = 2.74), ability to ensure effective flow of communication through established channels within the business electronically (mean = 2.69), good public relations with customers (mean = 2.92) and ability to appreciate customers for their patronage (mean = 3.06). The following skills are slightly possessed by business education students in colleges of education for the management of small scale businesses: ability to use different packages like Ms word, Ms office, Ms excel, Ms access etc (mean = 2.28), ability to use communication package like e-mail (mean = 2.32), ability to identify the mode of communication to be used in a given business situation (mean = 2.38), ability to accept responsibility for mistakes (mean = 2.38) and ability to stay for extra hours if there are urgent job to be done (mean = 2.31). All the 17 items have their standard deviation ranged from 0.94 to 1.14 which are below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread; the responses are slightly clustered to the mean.

On the overall, the data analysed in Table 1 revealed that office technology and management skills are moderately possessed by business education students in colleges of education for the management of small scale businesses (mean = 2.57, SD = 1.04).

Research Question Two: What is the extent to which entrepreneurial skills are possessed by business education students in colleges of education for the management of small scale businesses in Adamawa State?

To answer research question two the responses obtained from despondence was analysed using mean and standard deviation as shown below.

TABLE 2: MEAN AND STANDARD DEVIATION OF RESPONSES ON ENTREPRENEURIAL SKILLS POSSESSED BY BUSINESS EDUCATION STUDENTS

S/N	ITEMS	\bar{X}	SD	Remark
1	Ability to identify business opportunities	2.35	1.21	Slightly possessed
2	Ability to generate ideas suitable to the opportunities identified	2.39	1.16	Slightly possessed
3	Ability to set appropriate business goals	2.41	1.17	Slightly possessed
4	Ability to make long and short term planning	2.34	1.14	Slightly possessed
5	Ability to take a decision and act upon it	2.41	1.16	Slightly possessed
6	Ability to organize resources for goal attainment	2.80	0.94	Moderately possessed
7	Ability to implement plans for goal attainment	2.85	0.95	Moderately possessed
8	Ability to evaluate all activities based on the set goals	2.83	0.94	Moderately possessed
9	Ability to make appropriate use of feedback	2.91	0.99	Moderately possessed
10	Ability to manage time and meet job schedules	2.75	1.12	Moderately possessed
11	Ability to solve both routine and none routine problems	2.41	1.14	Slightly possessed
12	Ability to work under pressure	2.37	1.15	Slightly possessed
13	Ability to motivate workers	2.42	1.22	Slightly possessed
14	Ability to cope with uncertainties	2.24	1.14	Slightly possessed
Weighted Mean		2.53	1.10	Moderately possessed

Source: Field survey, 2017

Table 2 revealed that the following skills are slightly possessed by business education students in colleges of education for the management of small scale businesses: ability to identify business opportunities (mean = 2.35), ability to generate ideas suitable to the opportunities identified (mean = 2.39), ability to set appropriate business goals (mean = 2.41), ability to make long and short term planning (mean = 2.34), Ability to take a decision and act upon it (mean = 2.41), ability to solve both routine and none routine problems (mean = 2.41), ability to work under pressure (mean = 2.37), ability to motivate workers (mean = 2.42) and ability to cope with uncertainties (mean = 2.24). The Table also revealed that the moderately possessed skills for the management of small scale businesses are: ability to organize resources for goal attainment (mean = 2.80), ability to implement plans for goal attainment (mean = 2.85), ability to evaluate all activities based on the set goals (mean = 2.83), ability to make appropriate use of feedback (mean = 2.91) and ability to manage time and meet job schedules (mean = 2.75). The Table showed that all the 14 items have their standard deviation ranged from 0.94 to 1.22 which are below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread, the responses are slightly clustered to the mean.

On the overall, the data analysed in Table 2 revealed that entrepreneurial skills are moderately possessed by business education students in colleges of education for the management of small scale businesses (mean = 2.53, SD = 1.10).

TEST OF HYPOTHESES

The null hypotheses of the study were tested using independent t-test to find the significant difference between the mean responses of lecturers and students. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 7 to 10 as follows:

H₀₁: There is no significant difference in the mean responses of male and female business students in colleges of education on the office technology and management skills possessed for the management of small scale businesses

The test of this null hypothesis can be seen as summarise in table 7 below

TABLE 3: SUMMARY OF T-TEST OF THE DIFFERENCE BETWEEN THE MEAN RATINGS OF MALE AND FEMALE STUDENTS ON THE OFFICE TECHNOLOGY AND MANAGEMENT SKILLS POSSESSED FOR THE MANAGEMENT OF SMALL SCALE BUSINESSES

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	74	2.81	1.00				
				2.68	187	0.008	S
Female	115	2.41	0.98				

Source: Field survey, 2017

P<0.05

The data in Table 3 revealed that there are 74 and 115 male and female business education students respectively. Male students had higher mean ($\bar{x} = 2.81$;

SD = 1.00) than female students ($\bar{X} = 2.41$; SD = 0.98). The Table revealed that there was significant difference between the mean responses of male and female students regarding office technology and management skills possessed for the management of small scale businesses ($t_{187} = 2.68$, P=0.008). Therefore, the hypothesis that stated that there is no significant difference in the mean responses of male and female business students in colleges of education on the office technology and management skills possessed for the management of small scale businesses was rejected. This indicated that male and female business education students differ statistically significantly in their responses regarding office technology and management skills possessed for the management of small scale businesses. The implication is that male students (mean = 2.81) possessed office technology skills more than their female counterparts (mean = 2.41).

H₀₂: There is no significant difference in the mean responses of male and female business students in colleges of education on the entrepreneurial skills possessed for the management of small scale businesses.

The test of this null hypothesis can be seen as summarise in table 8 below

TABLE 4: SUMMARY OF T-TEST OF THE DIFFERENCE BETWEEN THE MEAN RATINGS OF MALE AND FEMALE STUDENTS ON THE ENTREPRENEURIAL SKILLS POSSESSED FOR THE MANAGEMENT OF SMALL SCALE BUSINESSES

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	74	2.49	1.14				
				0.443	187	0.658	NS
Female	115	2.56	1.03				

Source: Field survey, 2017

P>0.05

The data in Table 4 revealed that there are 74 and 115 male and female business education students respectively. Male students had higher mean ($\bar{x} = 2.49$;

SD = 1.14) than female students ($\bar{X} = 2.56$; SD = 1.03). The Table revealed that there was no significant difference between the mean responses of male and female students regarding the entrepreneurial skills possessed for the management of small scale businesses ($t_{187} = 0.443$, P=0.658). Therefore, the hypothesis that stated that there is no significant difference in the mean responses of male and female business students in colleges of education on the entrepreneurial skills possessed for the management of small scale businesses was not rejected. This indicated that male and female business education students did not differ statistically significantly in their responses regarding the entrepreneurial skills possessed for the management of small scale businesses. Though, slight difference can be observed with female students having higher mean (mean = 2.49) than their male counterparts (mean = 2.56), but the mean difference was not statistically significant.

DISCUSSION OF FINDINGS

With reference to research question one which stated that to what extent are the office technology and management skills possessed by business education students in colleges of education for the management of small scale businesses and null hypothesis (H₀) There is no significant difference in the mean responses of male and female business students in colleges of education on the office technology and management skills possessed for the management of small scale businesses, findings revealed that there was significant difference between the mean responses of male and female students regarding office technology and management skills possessed for the management of small scale businesses. The study discovered that business education students of colleges of education moderately possessed skills to keep information about guests and vendors of the business electronically, manage time and being economical in sending and receiving message electronically, type, recall and retrieve document using computer, store and rename document electronically, manually file and retrieve document, make and receive telephone calls politely, ensure effective flow of communication through established channels within the business electronically, appreciate customers for their patronage and a good public relations with customers for managing small scale businesses in Adamawa State.

On the other hand, it was revealed that business education students of colleges of education slightly possessed skills to maintaining customers list for automated mass mailing, surf the internet to find suppliers and customers, track, search and locate client online using the web, use different packages like ms word, ms office, ms excel, ms access, use communication package like email, accept responsibility for mistakes, and ability to stay for extra hours if there are urgent job to be done. It was therefore, indicated that business education students of colleges of education moderately possess office technology and management skills for the management of small scale businesses in Adamawa State. This finding is in line with Esene (2013) who stated that Office Technology Management is designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge and information needed by workers to enter and make

progress in employment on a useful and productive basis. This view was supported by Komolafe and Ajani (2010) Office Technology and Management is a work oriented educational programme that aims at skills acquisition which are useful and employable in the labour market.

For research question two which stated that what is the extent to which entrepreneurial skills are possessed by business education students in colleges of education for the management of small scale businesses, and null hypothesis (H_{02}) there is no significant difference in the mean responses of male and female business students in colleges of education on the entrepreneurial skills possessed for the management of small scale businesses, findings revealed that there was no significant difference between the mean responses of male and female students regarding the entrepreneurial skills possessed for the management of small scale businesses. The study discovered that business education students of colleges of education slightly possess skills to identify business opportunities, generate ideas suitable to the opportunities identified, set appropriate business goals, make long and short term planning, take a decision and act upon it, solve both routine and none routine, work under pressure, motivate workers and cope with uncertainties.

On the other hand, it was revealed that business education students of colleges of education moderately possessed skills to organize resources for goal attainment, implement plans for goal attainment, evaluate all activities based on the set goals, make appropriate use of feedback and Ability to manage time and meet job schedules. It was therefore, indicated that business education students of colleges of education moderately possess entrepreneurial skills for the management of small scale businesses in Adamawa State. This finding is also in line with Schnurr and Newing (2007) who justify the need for promoting entrepreneurship culture on the ground that youth in all societies need to have exhibit sterling qualities such as resourcefulness, initiative, drive, imagination, enthusiasm, zest, ambition energy, boldness, audacity and courage which are all valuable traits for self-reliant.

CONCLUSION

On the bases of the findings of this study, it was concluded that Office Technology and Management and entrepreneurship skills are highly required by Business Education Students as they have tremendous influence on management of small scale businesses. The implication is that when these skills are properly possessed and utilized, they will make business education graduates better prepared to take up jobs in organizations and perform satisfactorily or be self-employed by establishing small and medium businesses.

RECOMMENDATIONS

Based on the findings of the study and discussions outlined herein, the following recommendations are made.

- (1) The study of Office technology and management should be encouraged by all stakeholders, as it is geared towards skill acquisition, knowledge development and entrepreneurship.
- (2) Business education programme in colleges of education should be mandated to establish Entrepreneurship study centre. The centre should be equipped with all the modern facilities which could enrich the students with practical skills needed for successful small scale business management.
- (3) Lecturers should avoid gender discrimination in instructional delivery most especially in courses that are psychomotor base such as Office Technology and Management as it was indicated that both male and female have not significantly differ in skills possessed.

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