

Research Article

Self-Rating on Acquired Soft Skills for Success in Small Business Operation by Postgraduate Business Education Students in South East, Nigeria

***Prof. Justina I. Ezenwafor and **Precious Chidinma Chikwere**

^{*, **}Department of Technology and Vocational Education, Faculty of Education, Nnamdi Azikiwe University, Awka.

*Email: ji.ezenwafor@unizik.edu.ng; **Email: preciousloveth25@gmail.com

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Abstract: The study on self-rating on acquired soft skills for success in small business operation by postgraduate business education students in South East, Nigeria was necessitated by the need to ensure that graduate of the programme in the area acquire relevant skills that will motivate them to start their business operations and succeed. Two research questions guided the study and four null hypotheses were tested. Descriptive survey research design was adopted for the study. The population consisted of all 198 postgraduate business education students in universities in South East, Nigeria. The entire population was studied without sampling because the size was not too large. The instrument for data collection was five-point rating scale questionnaire which contained 21-items in two clusters.

The instrument was validated by three experts. Internal consistency method with Cronbach Alpha was used to determine the reliability of the instrument values of 0.86 and 0.83 were obtained for the clusters with an overall coefficient value of 0.85. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings while t-test was used to test the null hypotheses at 0.05 level of significance.

The findings of the study revealed that only managerial skills were much acquired by Postgraduate Business Education students, while their acquired innovative as moderate. Gender significantly influenced the respondents' mean ratings on their acquired soft skills but type of the programme did not.

Based on the findings, it was concluded that, the level of soft skills acquired by the postgraduate business education students is inadequate to guarantee their success in small business operation in South East, Nigeria. It was, therefore recommended among others that, university administration in the area of study should mandate postgraduate business education students to develop a viable business plan before graduation as to assess their skills in creating jobs for themselves upon graduation.

Keywords: Self-rating, soft skills, small business operation, postgraduate business education students.

Introduction

Education has been universally acknowledged as capable of developing prerequisite knowledge, experience, skills and capacity needed for personal development as well as environmental growth and preservation. Succinctly, business education as an important aspect of education prepares students for employment and advancement in a broad range of office occupations, accounting profession, marketing occupation, teaching profession and entrepreneurship venture (Onokpaunu, 2016). Experts averred that business education offers its recipients functional education that will

enhance performance and requisite skills to be self-reliant. These experts are called business educators. Business educators are professionally trained teachers who are competent in teaching the contents of business education curriculum in the faculty of education in universities and school of education in colleges of education.

According to Nwazor and Udegbumam (2016), a business educator is any person who plays a critical role in making business education viable and visible in the community; he/she is an agent of change in business education, delivers high quality instruction, identifies problems facing teaching and learning in the field and speculate their solutions. Consequently, business educators are expected to produce individual that can display skills in a formalized and standardized form.

Skill is the ability to do something well and is usually gained through training or experience. Skills are economic tools with which entrepreneurs solve societal problems (Okoli, 2013). They are practical activities which make one employable, self-reliant and relevant to the society. Okoli further stated that entrepreneurs must possess necessary skills to enable them start, finance their own business enterprises and market their products or services. Skills can go a long way in helping entrepreneurs become successful. It is however paramount to note that in the process of integrating skills into business education curriculum, business educators must stay abreast of impacts of globalization in the workplace in order to promote the employability prospects of graduates. Skills are those activities that will enable an entrepreneur to manage their own enterprise. Graduates of business education need different two broad type of skills namely technical and soft skills successfully. The focus of this is seen in the soft skills.

Soft skills are all the competences that are not directly connected to a specific task but are necessary in any position as they mainly refer to ability to relate with other people in the organization. Onabamiro, Onuka and Oyekanmi (2014) defined soft skills as behavioral competencies, interpersonal skills, people-centered skills or personal attributes that enhance an individual's interactions, job performance and career prospects. Soft skills are personal characteristics or qualities an individual possesses which enable them to relate well with people in any group whether family, workplace, religious setting or the society at large. It is apparent that every organization is interested in retaining employees who possess soft skills.

According to Onabamiro, Onuka and Oyekanmi (2014); Durowoju and Onuka (2014), soft skills are considered the most sought-after skills in the labor market of today's knowledge society. It is generally believed that soft skills are inborn skills but a close examination of these skills could suggest otherwise. Some people naturally exhibit soft skills but they can also be taught, acquired, and nurtured over time. Examples of soft skills include confidence building, flexibility, honesty, integrity, ability to see things from different perspectives, optimism and common sense. Others are ability to follow directions (even when they are unspoken), understanding what needs to be done and doing it, having good manners and being courteous, seeking out opportunities for continuing education, doing a job thoroughly and correctly and the ability to admit errors and correct mistakes (Hargis, 2011). Therefore, the self-rating of acquired soft skills by postgraduate business education students who go into small business venture seems not to have been ascertained. Soft skills can be grouped into different categories such as innovative and managerial skills among others.

This study, focused on innovative skills and managerial skills because they appear to be exceptionally vital for anyone who wants to invest in small business operation and succeed.

Innovation is the successful implementation of creative ideas within an organization. Based on this view, creativity is the starting point of innovation. Oduma (2011) outlined innovative skills to include introduction of new products, new methods of production, opening new markets, exploring new sources of supply of raw materials and carrying out new types of organization.

More so, Moemeke (2013) stated that innovative skills are capable of producing individuals with useable skills and the necessary initiative and impetus for utilizing them at the functional level to create wealth. Mbanefo and Eboka (2017) revealed that innovative skills are needed in science education for job creation. Moemeke further stressed that innovative skills involve ability to manage time and meet job schedules, plan one's daily activities to avoid interferences with business schedules, set appropriate business goals, make decisions and implement them, plan effectively for goal attainment and bring about increased customer satisfaction through innovation. Similarly, Ezeani, Ifeonyemetalu and Ezemoyih (2012) reported that innovative skills are required by business related graduates for successful operation of a business enterprise.

In their view, Onabamiro, Onuka and Oyekanmi (2014) defined managerial skills as the various steps needed to mobilize men, money, machine, material and financial resources in order to produce new products. Furthermore, managerial skills include adopting basic steps in starting a business, delegating authority, monitoring performance, determining risks and risk management. Okoro (2015) revealed that business education graduates are competent in ability to plan for small or medium scale business, organize small scale business and source funds for the running of a small scale business among others. Okoro and Dajur (2011) reported that managerial skills were needed of small and medium scale enterprise in Bauchi Metropolis towards improving productivity.

In view of importance of these skills in organizations, instructors should not only teach them to students but also emphasize their importance in their being gainfully employed and self-reliant upon graduation. Aworanti (2014) observed that despite the fact that teaching innovative, managerial skills and others skills has become a common place in the western world, they are yet to be fully embraced in African school setting, Nigeria inclusive. Aworanti further asserted that some African scholars saw innovative and managerial skills as too inherent to be examined while others believe they are not examinable. In the same vein, Asuru and Ogidi (2013) found that some of the challenges of assessing innovative and managerial skills in Nigerian schools include teacher incompetency, poor knowledge of test construction and lack of knowledge of how to properly assess them. Consequently, instructors need to overcome these challenges in order to meet the standards of the 21st century society to equip learners to successfully run small business on graduation and become self-reliant.

Small business operations occupy a place of pride in virtually every country or state such that the business can be located in urban and rural areas. They play significant roles in the development and growth of various economies. As a result of this, they are aptly referred to as the engine of growth and catalyst for socio-economic transformation of any country (Adeusi, 2015). Consequently, small business operations are the most widely spread form of business organization in Nigeria, involving men and women of different levels of education. Small business operations are usually owned and managed by individuals called business owners, entrepreneurs or business operators. The nature of the business is such that managers are employed to handle the affairs of the enterprise by helping to scout for and discover business opportunities, plan promotional activities to increase patronage as well as recruit employees with competency and skills. The reason organizations seek for employees with requisite skills is to ensure amity among employees' creativity and innovation.

According to Pitan and Adedeji (2012); Giovannucci and Cinque (2013), these skills are seriously lacking in the labour market because the curricular framework of many higher education institutions still focus more on subject-related knowledge with less practical training that focuses on acquisition of soft skills for employability of young graduates. Giovannucci and Cinque; Asuru and Ogidi (2013) reported that teachers who are the major stakeholders and assessors of students' performance have divergent opinions on the assessment of students' soft skills. For instance, Wemael and Dares (2014) reported that teachers agree that special programmes should be introduced to students about prerequisite skills and at the end they should be given separate examination and certificate. Thus, Business Education undergraduate and postgraduate students are not on exception.

Postgraduate students are the second category of students in the universities. Then belong to the category of students who undergo any course in the university (either part-time or full-time) after obtaining the first degree. In Nigeria, any student who is pursuing a Postgraduate Diploma in Education (PGDE), Masters (M.Sc. or M.Sc. Ed) and Doctor of Philosophy Degree (Ph.D.) in any field of specialization is called a postgraduate student. However, the study is concerned with Master's Degree Programme (M.Sc.) students and Doctor of Philosophy Degree (Ph.D.) students in Business education. The postgraduate students in business education were chosen because they are in better position to rate themselves since they are expected to have acquired first degree and might have tested self-employment upon graduation. Mbanefo and Eboka (2017) reported that programme type did not significantly influence respondents acquired innovative skills for job creation in Nigeria.

The subjects used in this study were male and female postgraduate business education students in the masters and doctoral degree programmes. These variables are likely to influence their acquired soft skills for small business operation. Gender refers to the roles of male and female that are socially or culturally-based. Gender relates to the difference in sex that is, either male or female and how this quality affects people's dispositions and perception toward business activities (Oduma, 2011). Adamu (2014) reported that gender and programme type did not have significant influence on students' acquisition of managerial skills for employability.

Durowoju and Onuka (2014) also explained that gender is socially or culturally constructed characteristics, qualities, behaviours and roles which different societies ascribe to females and males. Following this, it could be said that ratings of male postgraduate business education students on acquired soft skills for small business operation may differ from that of their female counterparts. Pitan and Adedeji (2012) revealed that male employees are always in the frontier of exerting innovative, critical thinking, team-work, leadership and analytical and problem solving skills. On the contrary, Iredia (2010) reported that female employees tend to exhibit more of interpersonal skills, good communication skills than males. This inconclusive argument prompted the researcher to investigate influence on postgraduate business education students' ratings of acquired soft skills for small business operation.

Another factor that could influence post graduates business education students' acquired soft skills for success in small business operation is the programme type. Masters students may differ in their acquired soft skills for small business operations from doctoral students. This is because doctoral students are expected to have acquired more experience in the world of work thereby eliciting responses that may differ from masters' students. It was against this background that this study also investigated the influence of programme type on Postgraduate Business Education students self-rating of their acquired soft skills for success in small business operation in South East, Nigeria.

Statement of the Problem

Soft skills acquired as skills that enable workers relate well with others in an organization and accomplish specific tasks successfully. Unfortunately, some educators are still ignorant of the importance of these soft skills and do not make sufficient efforts to equip students with them through appropriate instructional methods and assessment. More so, curriculum of different academic programmes in Nigerian tertiary institutions emphasize technical or hard skills more than soft skills needed to win the heart of employers of labour and succeed in entrepreneurship ventures.

The problem of this study, therefore is that many business education graduates in South East, Nigeria find it difficult to secure gainful employment or successfully start and operate small businesses years after graduation despite their acquisition of the technical skills. This could be due to their ignorance of the importance of soft skills for success in paid employment and small business operations. If this ugly situation is not averted, its adverse effects on the socio-economic development of the South-East will persist to the detriment of citizens and the government. However, this is only an assumption that requires empirical evidence; hence the justification of this study on the self-rating on acquired

soft skills for success in small business operation by postgraduate business education students in South East, Nigeria.

Purpose of the Study

The purpose of this study was to ascertain the self-rating on acquired soft skills for success in small business operation by postgraduate business education students in South East, Nigeria. Specifically, the study determined postgraduate business education students' self-ratings of their acquired:

- 1) Innovative skills for success in small business operation in South East Nigeria.
- 2) Managerial skills for success in small business operation in South East Nigeria.

Research Questions

The following research questions guided the study:

- 1) What is postgraduate business education students' self-rating on their acquired managerial skills for success in small business operations in South-East, Nigeria?
- 2) What is postgraduate business education students' self-rating on their acquired innovative skills for success in small business operations in South-East, Nigeria?

Hypotheses

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

- 1) There is no significant difference in the mean ratings of male and female postgraduate business education students on their acquired innovative skills for success in small business operations in South East Nigeria
- 2) Masters' and Ph.D. business education students do not differ significantly in their mean ratings on acquired innovative skills for success in small business operations in South East Nigeria.
- 3) There is no significant difference in the mean ratings of male and female postgraduate business education students on their acquired managerial skills for success in small business operations in South East Nigeria.
- 4) Masters' and Ph.D business education students do not differ significantly in their mean ratings on acquired managerial skills for success in small business operations in South East Nigeria.

Method

Descriptive survey research design was adopted for the study. The population for this study consisted of 269 postgraduate business education students in 5 public universities in South East Nigeria. The entire population was used for the study without sampling as the size was not too large.

A 21-items structured questionnaire was used to collect data for the study using a five-point rating scale with response categories of very much acquired (VMH), much acquired (MA), Moderately acquired (MoA), little acquired (LA) and very little acquired (VLA). The questionnaire was validated by three experts; two in business education and one from measurement and evaluation unit from the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach Alpha was used to determine the internal consistency of the instrument and reliability co-efficient values of 0.86 and 0.83 were obtained for clusters B1 and B2 respectively with an overall reliability co-efficient value of 0.85.

Copies of the questionnaire instrument were personally administered to the respondents in their schools with the aid of four research assistants who are postgraduate students of the programme and briefed on the method of administration. The respondents were given two days to return the completed instrument to the relevant research assistant who returned same to the researcher. Respondents who could not complete and return their copies within the stipulated two days period were allowed two days extra with reminders in order to achieve a high response rate. The procedure

was adopted in order to ensure a high response rate and the exercise lasted for one week. The instrument was administered to the subjects in their schools through direct approach which facilitated a response rate of 262 copies (representing 97 percent) were retrieved with an attrition rate of seven copies (representing 3 percent) and used for data analysis.

Mean and standard deviation were used to answer the research questions and determine the closeness of the respondents' means. Decision for the research questions was based on the cluster mean relative to the real limits of number on five-point rating scale. The t-test was used to test the null hypotheses at 0.05 level of significance.

A null hypothesis was rejected where the calculated p-value was less than the alpha value of 0.05 because it means that there was significant difference. Conversely, where the calculated p-value was equal to or greater than the alpha value of 0.05, it means that there is no significant difference and the hypothesis was not rejected. The analysis was done using the Statistical Package for Social Sciences (SPSS) version 23.

Results

Research Question 1

What is postgraduate business education students' self-rating on their acquired innovation skills for success in small business operations in South-East, Nigeria?

Table 1. Respondents' mean ratings on their acquired innovative skills for success in small business operations in South-East, Nigeria (N =262)

| S.No | Innovative skills | \bar{X} | SD | Remarks |
|---------------------|---|-------------|------|----------------------------|
| | Ability to: | | | |
| 1 | Initiate developments in products/services | 2.60 | 0.60 | Moderately Acquired |
| 2 | Contribute to improvements in the production process | 2.40 | 0.64 | Moderately Acquired |
| 3 | Contribute to product innovation | 3.56 | 0.52 | Much Acquired |
| 4 | Initiate suitable means of carrying out tasks | 2.88 | 0.55 | Moderately Acquired |
| 5 | Be updated in professional development | 2.70 | 0.58 | Moderately Acquired |
| 6 | Share expertise with employees | 2.78 | 0.56 | Moderately Acquired |
| 7 | Use information from various sources, handbooks, reports, internet for business development | 3.47 | 0.54 | Moderately Acquired |
| 8 | Help employees recognize new business opportunities | 3.60 | 0.50 | Much Acquired |
| Cluster Mean | | 2.99 | | Moderately Acquired |

Data in Table 1 show that out of the eight on innovative skills listed, two items had mean score of 3.56 and 3.60 and the remaining six items had mean scores ranging from 2.40 to 3.47. The cluster mean score of 2.99 shows that, on the whole, postgraduate business education students in the area of the study rated their acquired innovative skills as moderate for success in small business operations in South-East, Nigeria. The standard deviations of 0.50 to 0.64 show that the respondents were not wide apart in their mean ratings.

Research Question 2

What is postgraduate business education students' self-rating on their acquired managerial skills for success in small business operations in South-East, Nigeria?

Table 2. Respondents' mean ratings on their acquired managerial skills for success in small business operations in South-East, Nigeria (N =262)

| S.No | Managerial skills | \bar{X} | SD | Remarks |
|---------------------|---|-------------|------|----------------------|
| | Ability to: | | | |
| 1 | Manage time and meet job schedules | 4.60 | 0.43 | Very Much Acquired |
| 2 | Plan one's daily activities to avoid interferences with business schedules | 4.20 | 0.48 | Much Acquired |
| 3 | Set appropriate business goals | 4.70 | 0.41 | Very Much Acquired |
| 4 | Make decisions and implement them | 3.69 | 0.50 | Much Acquired |
| 5 | Plan effectively for goal attainment | 3.54 | 0.53 | Much Acquired |
| 6 | Organize human/materials resources for goal attainment | 4.24 | 0.49 | Much Acquired |
| 7 | Implement plans for goal attainment | 3.20 | 0.59 | Moderately Acquired |
| 8 | Evaluate all activities/operations on the process of goal attainment | 3.50 | 0.54 | Much Acquired |
| 9 | Draw appropriate business plans | 3.36 | 0.58 | Moderately Acquired |
| 10 | Manage business risks swiftly | 4.56 | 0.44 | Very Much Acquired |
| 11 | Attract and sustain customers | 4.50 | 0.45 | Very Much Acquired |
| 12 | Create a formal pattern of working relationship | 3.61 | 0.53 | Much Acquired |
| 13 | Link activities of individuals and groups to accomplish organizational objectives | 3.40 | 0.56 | Moderately Acquired |
| Cluster Mean | | 3.93 | | Much Acquired |

Data in Table 2 show that out of the 13 on managerial skills listed, four items have mean scores ranging from 4.50 to 4.70. Six items have mean scores ranging from 3.50 to 4.24, while the remaining three items have mean scores ranging from 3.20 to 3.40. The cluster mean score of 3.93 shows that, on the whole, postgraduate business education students in the area of the study indicated that they have acquired managerial skills as moderate for success in small business operations in South-East, Nigeria. The standard deviations of 0.41 to 0.59 show that the respondents were not wide apart in their mean ratings.

Hypothesis 1

There is no significant difference in the mean ratings of male and female postgraduate business education students on their acquired innovative skills for success in their small business operations in South East Nigeria.

Table 3. Summary of t-test analysis on the mean ratings of male and female postgraduate business education students on their acquired innovative skills for success in their small business operations in South East Nigeria.

| Gender | N | \bar{X} | SD | α | df | t-cal | p-value | Decision |
|--------|-----|-----------|-----|----------|-----|-------|---------|-------------|
| Male | 78 | 3.12 | .15 | 0.05 | 260 | 2.93 | .03 | Significant |
| Female | 184 | 3.10 | .10 | | | | | |

Table 3 indicates that the calculated t-value is 2.93 at 190 degree of freedom and 0.03 p-value. Since the p-value of 0.03 is less than the alpha value (0.05), it means that male and female postgraduate business education students differ significantly in their mean ratings on acquired innovative skills for success in small business operations in South East Nigeria. The null hypothesis was, therefore, rejected.

Hypothesis 2

Masters' and Ph.D. business education students do not differ significantly in their mean ratings on acquired innovative skills for success in their small business operations in South East Nigeria.

Table 4. Summary of t-test analysis on the mean ratings of Masters' and Ph.D. business education students on acquired innovative skills for success in their small business operations in South East Nigeria.

| Programme type | N | \bar{X} | SD | α | df | t-cal | p-value | Decision |
|----------------|-----|-----------|-----|----------|-----|-------|---------|-----------------|
| M.Sc. | 182 | 3.08 | .11 | 0.05 | 260 | .93 | .35 | Not Significant |
| Ph.D. | 80 | 3.16 | .14 | | | | | |

Table 4 indicates that the calculated t-value is 0.93 at 190 degree of freedom and 0.35 p-value. Since the p-value of 0.35 is greater than the alpha value (0.05), it means that the postgraduate business education students do not differ significantly in their mean ratings on acquired innovative skills for success in their small business operations in South East Nigeria as a result of programme type. The null hypothesis was, therefore, not rejected.

Hypothesis 3

There is no significant difference in the mean ratings of male and female postgraduate business education students on their acquired managerial skills for success in their small business operations in South East Nigeria.

Table 5. Summary of t-test analysis on the mean ratings of male and female postgraduate business education students on their acquired managerial skills for success in their small business operations in South East Nigeria.

| Gender | N | \bar{X} | SD | α | df | t-cal | p-value | Decision |
|--------|-----|-----------|-----|----------|-----|-------|---------|-------------|
| Male | 78 | 3.19 | .12 | 0.05 | 260 | 0.67 | .01 | Significant |
| Female | 184 | 3.02 | .13 | | | | | |

Table 5 indicates that the calculated t-value is 0.67 at 190 degree of freedom and 0.01 p-value. Since the p-value of 0.01 is less than the alpha value (0.05), it means that male and female postgraduate business education students differ significantly in their mean ratings on acquired managerial skills for success in small business operations in South East Nigeria. The null hypothesis was, therefore, rejected.

Hypothesis 4

Masters' and Ph.D. business education students do not differ significantly in their mean ratings on acquired managerial skills for success in their small business operations in South East Nigeria.

Table 6. Summary of t-test analysis on the mean ratings of Masters' and Ph.D. business education students on acquired managerial skills for success in their small business operations in South East Nigeria.

| Programme type | N | \bar{X} | SD | α | df | t-cal | p-value | Decision |
|----------------|-----|-----------|----|----------|-----|-------|---------|-------------|
| M.Sc. | 182 | 3.54 | 14 | 0.05 | 260 | -4.46 | .00 | Significant |
| Ph.D. | 80 | 3.46 | 09 | | | | | |

Table 6 indicates that the calculated t-value is -4.46 at 190 degree of freedom and 0.00 p-value. Since the p-value of -4.46 is less than alpha value (0.05), it means that postgraduate business education students differ significantly in their mean ratings on acquired managerial skills for success in small business operations in South East Nigeria as a result of programme type. The null hypothesis was, therefore, rejected.

Discussion

The result of first research question revealed that postgraduate business education students rating on acquire innovative skill is valued to a moderately acquired. This finding agrees with Mbanefo and Eboka (2017) who revealed that innovative skills are needed in science education for job creation and the teachers were required to use practically oriented methods in teaching the students. It also agrees with that of Ezeani, Ifeonyemetalu and Ezemoyih (2012) who reported that innovative skills are required by business related graduates for successful operation of a business enterprise. Similarly, the findings also agrees with Moemeke (2013) that innovative skills is capable of producing individuals with useable skills and also the necessary initiative and impetus for utilizing them at the functional level is enough to create wealth.

The findings of the first hypothesis also showed that gender and programme type significantly influenced respondents' mean ratings on their acquired innovative skills for success in small business operations in South East Nigeria. The finding on gender difference agrees with that of Pitan and Adedjeji (2012) who reported that male employees/entrepreneurs are always seen in the frontier of exerting innovative skills than the female counterpart. Also, it agrees with Ezeani, Ifeonyemetalu and Ezemoyih (2012) who disclosed that gender was a significant factor on the respondents' means ratings on the extent business education graduates acquired innovative skills for entrepreneurship development. Similarly, the finding on programme type disagrees with that of Mbanefo and Eboka (2017) who reported that programme type did not significantly influenced respondents on acquired innovative skills for job creation in Nigeria. The result of second research question revealed that postgraduate business education students rating on acquire managerial skill is valued to a much acquired. This finding agrees with Okoro (2015) who revealed that business education graduates are competent in ability to plan for small or medium scale business, organize small scale business, source funds for the running of a small scale business among others. The finding agrees with Okoro and Dajur (2011) who revealed that managerial skills were needed of small and medium scale enterprise in Bauchi Metropolis towards improving productivity.

The findings of the second hypothesis also showed that gender and programme type significantly influenced respondents' mean ratings on their acquired managerial skills for success in small business operations in South East Nigeria. The finding on gender difference disagrees with that of Adamu (2014) who reported that gender and programme type has no significant influence on students' acquisition of managerial skills for employability. However, it agrees with Ezeani, Ifeonyemetalu and Ezemoyih (2012) who disclosed that gender was a significant factor on the respondents' means ratings on the extent business education graduates acquired managerial skills for entrepreneurship development.

Conclusion

Based on the findings of the study, it was concluded that, the level of soft skills acquired by the postgraduate business education students is inadequate to guarantee their success in small business operation in South East, Nigeria.

Recommendations

Based on the findings, discussion and conclusions of the study, the following recommendations are made:

- 1) University administration in the area of study should mandate postgraduate business education students to develop a viable business plan before graduation as to assess their skills in creating jobs for themselves upon graduation.
- 2) Business education graduates should pursue additional skill training to upgrade their soft skills in order to succeed in small business operations.
- 3) Regulatory agencies for business education programme should review the existing curriculum to integrate innovative and managerial skills fully to equip the graduates to establish their own businesses and become successful entrepreneurs.

Conflicts of interest

The authors declare no conflicts of interest.

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