

Self-Employment Skills Needed by Business Education Students in Colleges of Education in Southwest Nigeria for National Development

Olawayin, Rasheed Olawale, M.Sc.

Department of Business Education, School of Vocational and Technical Education,
The College of Education, Lanlate, Oyo State, Nigeria.

E-mail: lawoyinoyo@gmail.com*
Telephone: 08069776804

ABSTRACT

The study was carried out to determine self-employment skills needed by business education students in colleges of education in south-west, Nigeria for national development. Two research questions guided the study while two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population for the study was 2,682 year III NCE business education students of the Federal and State owned colleges of education in south-west, Nigeria. The sample for the study was 348 year III NCE Business Education students. The instrument used for data collection was Self-Employment Skills Questionnaire (SESQ). Mean, standard deviation and summated score percentages were employed to analyze data for answering research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The study found that Business Education students needed skills such as time management skills and self-motivation skills for self-employment and national development. there was no significant difference in the mean responses of Business Education students on the time management skills and self-motivation skills needed.

(Keywords: business education students, self employment skills, education to work, colleges of education, Nigerian education system)

INTRODUCTION

Education is the bedrock of a nation's economy. It is the suitable legacy with which a child should be left in order to successfully exist in life and to remain productively capable in any economy. Education is also seen to be the robust step in paving the way for the citizenry of a nation to

achieve their desired interest in the world of business. Education has also been viewed as the instrument used to impact in-depth knowledge and understanding so as to enable the youths advance to new frontier of knowledge in different walks of life (Enwere, Ugwu, and Olawayin, 2013). It is not a gain saying that a nation could be bailed from the syndrome of unemployment if a well-tailored education cum training is provided by the government of a country. One of the educational programs that are available in Nigerian tertiary educational institutions in order to promote self-reliance is Business Education.

Business Education is a type of education that is designed to inculcate in individuals' skills, knowledge, business spirit, and acumen needed to thrive in the world of work and to become self-reliant. Nwaigburu and Eneogwe (2013) opined that Business Education represents a broad and diverse discipline that is included in all types of educational delivery systems, elementary, secondary and tertiary institutions. It includes education for office occupation, distribution, marketing occupations, accounting, business teaching, business administration, business management, typewriting, stenography and secretarial education or studies. Business Education will produce responsible, productive and self-reliant citizens.

The objectives of Business Education at the Nigeria Certificate In Education (NCE) level as enshrined in Federal Republic of Nigeria (2012) are to produce well qualified and competent NCE graduates who will possess minimum qualification for teaching in primary schools; to produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society; to produce NCE business teachers who will be involved in the much desired revolution of vocational

development right from the primary and secondary schools; to equip students with the necessary competencies so as to qualify them for a post NCE degree program in Business Education; to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as self-employment. It could therefore be inferred that for any graduate of College of Education to be able to stand on his or her own economically, such graduates must have acquired relevant skills that are germane in making one fit for self-employment.

Self-employment is starting and running a successful business or social enterprise and is equally a lifestyle choice achievable by setting up a business, either on a full-time basis or alongside a part-time job; working as a freelancer or contractor and buying into a franchise (Laing, 2011). Self-employment therefore is a situation whereby individual persons engage in any economic activity and manages it on their own. Department of Human Services (2017) viewed self-employment as a situation whereby individual operates a business or profession as a sole proprietor, partner in a partnership or Corporation, independent contractor or consultant and draw income from the trade or business while the person must demonstrate that he or she is in business for the purpose of making a profit.

A skill as opined by Etonyeaku, Kanu, Ezeji, and Chukwuma (2014) is an ability to perform an activity in a competent manner. A skill is any established habit of performing a task in a way that is acceptable by a worker in his specialization. It is the ability to use one's knowledge effectively and readily in performing an act or a habit of doing a particular task competently (Skillscan, 2012). It could therefore be operationalized that skill is the aptitude to handle a particular task in a professional manner towards achieving the desired aim. Certain skills should be acquired by trainees for them to be in self-employment after graduation. Hence Ezenwafor and Olaniyi (2017) asserted that skills for operating a business enterprise are needed for the business to succeed in the competitive market. Some of the skills include time management skills and self-motivation skills.

Government of Nigeria (FGN) (2018) asserted that youth unemployment is very serious in Nigeria and other Africa countries. In addition, FGN explained that it has commenced work on a program plan termed "Youth Employment and

Skills Development" so as to fight the menace of unemployment situation in Nigeria. Hence the need for this study, which sought to explore the self-employment skills needed by business education students in colleges of education in south-west Nigeria for national development.

Statement of the Problem

Some graduates of business education are roaming the streets searching for white collar jobs that are rarely available. This ordeal has resulted to the low level of standard of living in Nigeria. The business education graduates who have gone through the undergraduate program in colleges of education are expected to have acquired self-employment skills such as time management skills, self-motivation skills, interpersonal skills, financial management skills, human resource management skills and customer service skills that will enable them own and manage their businesses and become employers of labor. With nonexistence of these skills, Business Education graduates roam about the streets of Nigeria in search for white collar jobs that are not obtainable. Perhaps due to nonexistence of these skills, some Business Education graduates still roam about the streets of Nigeria in search of white-collar jobs that may not be available.

The above worrisome situation notwithstanding the Business Education academic program as it is currently, tend to lack the capacity to impact students needed skills for self-employment. In other words, the existing Business Education academic program drawn up for the colleges no longer seem to sufficiently contain the needed skills for actualization of successful business activities in the present-day job market. Hence the need to carry out this study that sets out to determine self-employment skills needed by business education students in colleges of education in South-West, Nigeria for national development.

Purpose of the Study

The purpose of this study was to ascertain self-employment skills needed by business education students in colleges of education in south-west, Nigeria for national development. Specifically, the study determined the:

1. Time management related skills needed by business education students in colleges of education for self-employment.

2. Self-motivation related skills needed by business education students in colleges of education for self-employment.

Research Questions

The following research questions guided the study:

1. What are the time management related skills needed by business education students in colleges of education for self-employment?

2. What are the self-motivation related skills needed by business education students in colleges of education for self-employment?

Hypotheses

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

1. There is no significant difference in the mean ratings of respondents on the time management related skills needed by business education students of colleges of education for self-employment based on their gender (male and female).

2. There is no significant difference in the mean ratings of respondents on the self-motivation related skills needed by business education students of colleges of education for self-employment based on their institution type (federal and state).

METHODS

The design for the study was descriptive survey. The study was carried out in South West geopolitical zone of Nigeria. The population for this study consisted of 2,682 NCE III Business Education students of the Federal and State-owned colleges of education in South-West geopolitical zone of Nigeria. The population was made up of 1,081 male students and 1,601 female students.

There were 12 government owned colleges of education in south-west geopolitical zone. Out of this number, four are Federal owned colleges of education while the remaining eight are state owned colleges of education. The sample for the study was 348 NCE III Business Education students of the government owned colleges of education in south-west geopolitical zone of Nigeria. The sample was arrived at by using Taro Yamane sample size determination formula.

Proportionate stratified sampling technique was used in drawing the sample from each of the colleges. The instrument used for the study was titled Self-Employment Skills Questionnaire (SESQ) developed by the researcher. The SESQ consisted of two parts, A and B. Part A focused on respondents' personal and demographic data such as; gender and institution type while part B was made up of two sections, B1 to B2 based on the two research questions.

The instrument consisted of 20 items in part B. B1 with 10 items focused on time management skills to address research question 1, B2 with 10 items focused self-motivation skills to answer research question 2. The instrument was on 5-point rating scale of Strongly Agree (SA, 5), Agree (A, 4), Undecided (UD, 3), Disagree (DA, 2) and Strongly Disagree (SD, 1).

The instrument was validated by two experts from Department of Science Education, University of Nigeria Nsukka and one expert from the Department of Science Education, Faculty of Education, Nnamdi Azikiwe University, Awka. Corrections were accordingly affected.

The reliability of the instrument was determined through application of Cronbach Alpha statistical method and a reliability coefficient of 0.77 was obtained. The instrument was considered reliable based on the reliability value obtained. The instrument was administered by the researchers and ten assistants.

The research questions were answered using mean and standard deviation was used to determine the homogeneity or otherwise of the respondents' views while t-test inferential statistics was employed to test the null hypotheses at 0.05 level of significance. Also, for clear decision-making summated scores percentages for each item as responded to by the respondents were determined. 50% and above were taken to mean "agreement" while any

item that resulted to less than 50% of respondents' opinions was regarded as "disagreement". The response options were summarized into "agree and disagree". Null hypothesis was rejected where p-value was less than or equal to 0.05 level of significance, hypothesis was not rejected where p-value obtained was greater than 0.05.

RESULTS

Table 1 presents the mean ratings of respondents on the time management related skills needed by Business Education students of Colleges of Education for self-employment. Items 1 and 4 recorded mean scores of 4.51 and 4.65 respectively indicating very highly needed while items 2, 3, and 5-10 had mean scores ranging from 4.16 to 4.47 showed that the respondents agreed that time management skills were needed. Standard deviation ranges from 0.62-0.95 indicating that the respondents were not far from one another in their opinions.

The percentages of the Business Education students who agreed on the time management related skills were 95.11%, 89.66%, 86.78%, 87.64%, 73.85%, 76.44%, 79.31%, 89.37%, 82.75 and 80.75% respectively while the percentages of the students who disagreed on the time management related skills needed were 4.89%,

10.34%, 13.22%, 12.36%, 26.15%, 23.56%, 20.69%, 10.63%, 17.25% and 19.25% respectively. The grand mean of 4.37 showed that Business Education students of colleges of education needed time management related skills for self-employment and national development.

Table 2 shows the mean ratings of respondents on the self-motivation related skills needed by Business Education students of Colleges of Education for self-employment. All the items recorded mean scores ranging from 3.93 to 4.27 indicating that respondents needed self-motivation related skills. Standard deviation ranges from 0.77-1.07 indicating that the respondents were not far from one another in their opinions.

The percentages of the respondents who agreed on the self-motivation related skills were 81.31%, 77.01%, 79.31%, 79.02%, 72.41%, 73.56%, 81.32%, 79.60%, 77.87% and 82.47% respectively while the percentages of the respondents who disagreed were 18.69%, 22.99%, 20.69%, 20.98%, 27.59%, 26.44%, 18.68%, 20.40%, 22.13% and 17.53% respectively. The grand mean of 4.13 and standard deviation of 0.94 showed that Business Education students of colleges of education needed self-motivation related skills for self-employment and national development.

Table 1: Mean ratings and standard deviation of respondents on time management related skills needed by business education students in colleges of education for self-employment. N=348.

S/N	Items Statement	Mean	SD	%A	%D	Remarks
1.	Ability to stick to visitors' time limit for discussions	4.65	0.63	95.11	4.89	Agree
2.	Ability to avoid unnecessary interruptions	4.41	0.78	89.66	10.34	Agree
3.	Ability to timely complete tasks in the face of constant interruptions	4.35	0.78	86.78	13.22	Agree
4.	Ability to set goals that can be achieved within a specified time	4.51	0.77	87.64	12.36	Agree
5.	Ability to set times during the day for routine administrative tasks	4.16	0.95	73.85	26.15	Agree
6.	Ability to avoid procrastination of activities	4.21	0.84	76.44	23.56	Agree
7.	Ability to reduce unnecessary procedure in the execution of tasks	4.28	0.90	79.31	20.69	Agree
8.	Ability to set target dates to be used with staff when delegating responsibilities	4.47	0.69	89.37	10.63	Agree
9.	Ability to elect and follow priorities	4.32	0.82	82.75	17.25	Agree
10.	Ability to meet deadlines on actions to be taken	4.29	0.90	81.31	18.69	Agree
Grand Mean		4.37	0.81			Agree

Key: SD= Standard Deviation, VHN= Very Highly Needed, HN= Highly Needed, MN= Moderately Needed, LN= Lowly Needed, NN= Not Needed

Table 2: Mean Ratings and Standard Deviation of Respondents on Self-Motivation Related Skills Needed by Business Education Students in Colleges of Education for Self-Employment. N=348.

S/N	Items Statement	Mean	SD	%A	%D	Remarks
11.	Ability to believe in oneself	4.21	0.77	81.31	18.69	Agree
12.	Ability to think positively	4.07	0.88	77.01	22.99	Agree
13.	Ability to set personal goals	4.24	0.95	79.31	20.69	Agree
14.	Ability to realize unrealistic resolutions	4.20	0.88	79.02	20.98	Agree
15.	Ability to commit oneself to pursue personal goals	3.93	1.04	72.41	27.59	Agree
16.	Ability to measure one's performance	3.97	0.84	73.56	26.44	Agree
17.	Ability not to be controlled by personal mood	4.19	1.01	81.32	18.68	Agree
18.	Ability to appreciate oneself	4.05	1.02	79.60	20.40	Agree
19.	Ability to uphold personal beliefs	4.20	0.94	77.87	22.13	Agree
20.	Ability to withstand pressure	4.27	1.07	82.47	17.53	Agree
	Grand Mean	4.13	0.94			Agree

Key: SD= Standard Deviation, VHN= Very Highly Needed, HN= Highly Needed, MN= Moderately Needed, LN= Lowly Needed, NN= Not Needed

Table 3: Summary of t-Test Analysis between the Mean Responses of Male and Female Business Education Students regarding the Time Management Related Skills Needed for Self-Employment. N= 348, (Male=140; Female=208)

S/N	Items Statement	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	df	t-cal	Sig.	Remarks
1.	Ability to stick to visitors' time limit for discussions	4.86	.36	4.50	.72	346	2.49	.01	S
2.	Ability to avoid unnecessary interruptions	4.39	.91	4.42	.68	346	0.88	.38	NS
3.	Ability to timely complete tasks in the face of constant interruptions	4.46	.79	4.28	.76	346	0.74	.46	NS
4.	Ability to set goals that can be achieved within a specified time	4.58	.73	4.46	.79	346	0.03	.98	NS
5.	Ability to set times during the day for routine administrative tasks	4.42	.91	3.98	.94	346	0.52	.61	NS
6.	Ability to avoid procrastination of activities	4.31	.82	4.13	.85	346	1.33	.18	NS
7.	Ability to reduce unnecessary procedure in the execution of tasks	4.35	.94	4.23	.88	346	2.40	.02	S
8.	Ability to set target dates to be used with staff when delegating responsibilities	4.65	.52	4.34	.76	346	1.76	.08	NS
9.	Ability to elect and follow priorities	4.32	.92	4.32	.75	346	0.09	.92	NS
10.	Ability to meet deadlines on actions to be taken	4.42	.86	4.21	.92	346	2.11	.04	S

Key: \bar{X}_1 = Mean of male business education students of Colleges of Education in South-West, \bar{X}_2 = Mean of female business education students of Colleges of Education in South-West, SD₁= Standard Deviation of male business education students of Colleges of Education in South-West, SD₂= Standard Deviation of female business education students of Colleges of Education in South-West, Df= degree of freedom, Sig.= probability value (2 tailed), t-cal= calculated values of t-test, S= significant, NS= Not Significant.

Table 3 shows each of the calculated t-values and p-values for items 1-10. Only items 1, 7 and 10 have their p-values lower than the level of significance (0.05). However, since the p-values of the remaining 7 items (2, 3, 4, 5, 6, 8 and 9) are greater than the level of significance, there is enough evidence not to accept the null hypothesis. This implies that there was no significant difference in the mean ratings of respondents on the time management related skills needed by business education students of colleges of education for self-employment based on their gender (male and female).

Table 4 reveals each of the calculated t-values and p-values for items 11-20. Only items 13, 14, 19 and 20 have their p-values less than the level of significance (0.05). However, since the p-values of the remaining 6 items (11, 12, 15, 16, 17 and 18) are greater than the level of significance, there is enough evidence not to accept the null hypothesis. This implies that there was no significant difference in the mean ratings of respondents on the self-motivation related skills needed by business education students of colleges of education for self-employment based on their institution type (federal and state).

Table 4: Summary of t-Test Analysis between the Mean Responses of Business Education Students of Federal and State Colleges of Education regarding the Self-Motivation Related Skills Needed for Self-Employment.
N= 348, (Federal=125; State=223).

S/N	Items Statement	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	df	t-cal	Sig.	Remarks
11.	Ability to believe in oneself	4.18	.83	4.23	.72	346	0.62	.54	NS
12.	Ability to think positively	4.09	.88	4.07	.88	346	0.21	.83	NS
13.	Ability to set personal goals	4.61	.68	4.04	1.01	346	5.64	.00	S
14.	Ability to realize unrealistic resolutions	4.37	.76	4.09	.93	346	2.76	.01	S
15.	Ability to commit oneself to pursue personal goals	3.94	1.01	3.92	1.05	346	0.18	.86	NS
16.	Ability to measure one's performance	3.92	.89	4.00	.81	346	0.90	.37	NS
17.	Ability not to be controlled by personal mood	4.26	.99	4.15	1.02	346	0.96	.34	NS
18.	Ability to appreciate oneself	4.16	.97	3.99	1.04	346	1.45	.15	NS
19.	Ability to uphold personal beliefs	4.51	.68	4.02	1.02	346	4.82	.00	S
20.	Ability to withstand pressure	4.68	.50	4.04	1.22	346	5.60	.00	S

Key: X_1 = Mean of business education students of Federal Colleges of Education in South-West, X_2 = Mean of business education students of State Colleges of Education in South-West, SD₁= Standard Deviation of business education students of Federal Colleges of Education in South-West, SD₂= Standard Deviation of business education students of State Colleges of Education in South-West, Df= degree of freedom, Sig.= probability value (2 tailed), t-cal= calculated values of t-test, S= significant, NS= Not Significant.

DISCUSSION OF THE FINDINGS

Time Management Related Skills Needed by Business Education Students in Colleges of Education for Self-Employment

The result of analysis in Table 1 showed that Business Education students of colleges of education very needed skills in ability to stick to visitors' time limit for discussions and ability to set goals that can be achieved within a specified time for self-employment. Also, items 2, 3, 5, 6, 7, 8, 9 and 10 revealed that Business Education students of colleges of education in south-west Nigeria highly needed time management related skills in the area of ability to avoid unnecessary interruptions, ability to timely complete tasks in the face of constant interruptions, ability to set times during the day for routine administrative tasks, ability to avoid procrastination of activities, ability to reduce unnecessary procedure in the execution of tasks, ability to set target dates to be used with staff when delegating responsibilities, ability to elect and follow priorities and ability to meet deadlines on actions to be taken.

With a grand mean and standard deviation of 4.37 and 0.81 respectively, it was therefore indicated that Business Education students of colleges of education in South-West Nigeria highly needed time management related skills for self-employment and national development. The standard deviation of 0.81 showed that the

respondents were closed in their opinions regarding time management related needed for self-employment and national development. This finding is in line with Olawoyin (2017) who found that time management competencies are required by Business Education students of colleges of education.

However, the result of the test of hypothesis in Table 3 showed that only items 1, 7 and 10 out of 10 items had their p-values less than the level of significance (0.05). This implies that there was no significant difference in the mean ratings of Business Education students regarding the time management related skills needed based on their gender. The result of test of hypothesis showed that only items 1, 7 and 10 out of 10 items had their p-value less than the level of significance (0.05). This means that there was no significant difference in the mean ratings of Business Education students regarding the time management related skills needed based on the institution type. The finding is in contradiction to Olawoyin (2017) who found that there was significant difference in the mean ratings of respondents on time management competencies. Self-motivation related skills needed by business education students in colleges of education for self-employment

Self-Motivation Related Skills Needed by Business Education Students in Colleges of Education for Self-Employment

The results in Table 2 showed that Business Education students of colleges of education needed skills in all self-motivation related skills which include ability to believe in oneself, ability to think positively, ability to set personal goals, ability to realize unrealistic resolutions, ability to commit oneself to pursue personal goals, ability to measure one's performance, ability not to be controlled by personal mood, ability to appreciate oneself, ability to uphold personal beliefs and ability to withstand pressure. With a grand mean and standard deviation of 4.13 and 0.94 respectively, it is concluded that Business Education highly needed self-motivation related skills for self-employment and national development. The standard deviation of 0.94 showed that the respondents were closed in their opinions regarding the self-motivation related skills needed for self-employment and national development. The finding of this study is in line with the findings of Bryant (2006) who justified the need for self-motivation skills as the skills are revealed to be important for advanced cognitive functioning such as managing complexity and uncertainty in business activities.

However, the results in Table 4 revealed that only items 13, 14, 19 and 20 out of 10 self-motivation related skills items had their p-values to be less than the level of significance (0.05). This implies that there was no significant difference in the mean responses among the Business Education students on the self-motivation related skills needed based on their gender. In the same vein, only items 13, 14, 19 and 20 also had their p-values less than the level of significance. This equally implies that there was no significant difference in the mean ratings of Business Education students regarding the self-motivation related skills needed based on the institution type. The results of the study corroborate the findings of Ile and Nwokoli (2016) who found that gender does not significantly influence the mean ratings of small and medium enterprise managers self-motivation skills needed for business success.

CONCLUSION

The purpose of the study was to determine self-employment skills needed by business education students in colleges of education in south-west,

Nigeria for national development. Data were collected, analyzed and interpreted. Based on the findings of the study, it was concluded that Business Education students of colleges of education in south-west, Nigeria needed time management related skills and self-motivation related skills for national development.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Conferences, workshops, seminars and symposia should be organized by the ministry of education and they should be focused on the human resource management skills needed for self-employment. Prospective graduates of Business Education should be invited to participate in these activities for acquisition of skills required for the success of business.
2. Business Education students should be made to see it as compulsory to come up with feasible business plan before graduation in order to build their abilities for establishing businesses on their own by themselves, thereby leading to building stronger economic base of the nation at large.

REFERENCES

1. Bryant, P.T. 2006. "Improving Entrepreneurial Education Through Self-Regulatory Skills". Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.319.1621&rep=rep1&type=pDf>
2. Department of Human Services. 2017. "Self-Employment Guide: A Resource For SNAP And Cash Programmes". Retrieved from http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&noSaveAs=1&Rendition=Primary&allowInterrupt=1&dDocName=dhs16_144585
3. Enwere, M.E., D.U. Ugwu, and R.O. Olawoyin. 2013. "Education for Youth Empowerment and Sustainable Development". *Unizik Orient Journal of Education*. 7(1):182-185.
4. Etonyeaku, C., H.A. Ezeji, J.K. Kanu, and J.N. Chukwuma. 2014. "Entrepreneurial Skill Needs Of Secretarial Education Graduates Of Colleges Of Education For Self Sustainability In Enugu State, Nigeria". *American Journal of Industrial and Business Management*. 4:601-607. Retrieved from

https://www.Researchgate.net/publication/276497676_Entrepreneurial_Skill_Needs_of_Secretarial_Education_Graduates_of_Colleges_of_Education_for_Self_Sustainability_in_Enugu_State_Nigeria/download

5. Ezenwafor, J.I., and O.N. Olaniyi. 2017. "Ratings Skills Needed By Business Education Graduates For Entrepreneurial Development In Southwest Nigeria". *International Journal of Entrepreneurial Development, Education and Science Research*. 4(1):167-177. Retrieved from <http://www.internationalpolicybrief.org/images/2017/IJED/ARTICLE-13.pDf>
6. Federal Government of Nigeria. 2018. "Youth Employment and Skills Development Project Will Accelerate Job Creation". Retrieved from <https://labour.gov.ng/youth-employment-and-skills-development-project-will-accelerate-job-creation-says-ngige/>
7. Federal Republic of Nigeria. 2012. "Nigeria Certificate In Education Minimum Standards for Vocational and Technical Education". National Commission for Colleges of Education: Abuja, Nigeria.
8. Laing, D. 2011. "Self-Employment". Retrieved from <https://www.ed.ac.uk/files/imports/fileManager/AGCAS%20Self-employment.pDf>
9. Nwaigburu, K.O., and V.N. Eneogwe. 2013. "Business Education for Self-Reliance and Sustainable Development in Nigeria". *Academic Journal of Interdisciplinary Studies*. 2(10):113-119. doi: 10.5901/ajis.2013.v2n10p113
10. Olawoyin, R.O. 2017. "Entrepreneurial Competencies Required By NCE Business Education Students' Towards Stemming The Tide Of Unemployment In Nigeria". *Al-Hikmah Journal of Education*. 4(2): 19-29.
11. Skillscan. 2012. "Three Types of Skills Classification". Retrieved from <https://www.skillscan.com/sites/default/files/Three%20Types%20of%20Skills%20Classification.pDf>

SUGGESTED CITATION

Olawoyin, R.O. 2020. "Self-Employment Skills Needed by Business Education Students in Colleges of Education in Southwest Nigeria for National Development". *Pacific Journal of Science and Technology*. 21(1):211-218.

