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Exploring Entrepreneurial soft skills and workforce readiness of business education students in federal college of education (Technical), Umunze

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ABSTRACT

The study explored entrepreneurial soft skills and workforce readiness of Business Education students in Federal College of Education (Technical), Umunze. Descriptive survey research design was adopted for the study. The population of the study comprised of 66 Business Educators, 130 NCE Year 3 and Degree Year 4 students of School of Business Education, Federal College of Education (Technical), Umunze. Simple random sampling technique was used to select 50 Business Educators and 100 Business Education students. The instrument for data collection was a structured questionnaire. It was constructed on a 4-point scale format which contains 22 questionnaire items. Cronbach Alpha reliability test was conducted on the survey instrument and the items in the survey tool had the reliability index of 0.84 which denotes that the instrument is reliable. The study used mean and standard deviation to analyze the research questions, while t-test statistic was used to test the null hypotheses. Findings of the study revealed among others that, critical thinking skills enable Business Education students to engage in an objective analysis of a complex problem to form a judgment. Based on the findings, it was recommended among others that, Business Education students should possess something extra than just the knowledge of subject matter which are the soft skills that are highly needed by employers and business executives.

1. Introduction

The youths are important to economic growth and development because they have the potentials to be innovative, willing to take risks, and the ability to learn and adapt in a changing world. In low and lower-middle income countries like Nigeria, the role of youths in economic productivity and sustainable development cannot be over-emphasized. Nigeria, with its increasing population, more than half of which are young people under the age of 24 and a fifth of which are youths (15-24 years), have a potential to benefit from demographic dividends. This implies that a growing number of young people potentially in the workforce could trigger a boost in economic productivity (Centre for the Study of Economics of Africa (CSEA), 2018).

The problem of high unemployment and low employability for young people results from deficiencies in the supply and demand sides. Contributory factors include dysfunctional educational system reflected in a failure to pass-on market relevant knowledge and skills to prospective young job-seekers, and poor teacher training among others. Moreover, young

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Nigerians who manage to possess few marketable skills are also confronted with the lack of vibrant industries to absorb them, a situation aggravated by flawed and inconsistent economic policies.

For Nigeria to attain the status of a developed economy, highly skilled workers with the appropriate employability skills are needed to fulfil the workforce demand of the country. Individuals who update themselves with the current knowledge and have the competency to develop new expertise can survive in today's complex labour market (Thijssen, van der Heijden & Rocco, 2008). There has been concern that a large segment of today's workforce does not have the required skills as desired by employers (Clark, 2013).

In addition, employers today are concerned about finding workers who not only have basic academic skills but also higher order thinking skills (learning, reasoning, thinking creatively, decision making, problem solving), self-confidence, self-control, team spirit, health and safety habits, management skills, conflict resolution skills and many more (Holmes, 2001; Nayan, 2010; Smith & Kruger, 2008; Warn & Tranter, 2001). Employers give preferential attention to employability skills above specific occupational skills or technical knowledge (Abas-Mastura, Imam & Osman, 2013). Hence, Higher Education Institutes (HEIs) play a significant role in meeting employers' expectations by producing graduates that attain the requirements of industry (Abas-Mastura et al., 2013; Robinson, Garton & Vaughn, 2007; Valo, 2000).

In recent times employers of labour as well as educators frequently complain about deficiency in soft skills among graduates from tertiary institutions. Importance of soft skills in this present generation cannot be jettisoned most especially in the world of work. Soft skills are success based on experiences in different management positions, primarily within human resources. Successful managers who were promoted had both excellent technical and soft skills, especially the willingness and ability to work positively with others. Soft skills are as important as cognitive skills that graduates of 21st century must have possessed for right placement in any organisation. The most pressing skills required of graduates in the 21st century consisted of: (a) the Connection included the information literacy skill, digital literacy skill, and communication skill; (b) the Creative included the analytical skill, problem solving skill, and creativity & innovative skill; and (c) the Cooperation included interpersonal skill, collaboration skill, and teamwork skill (Somprach, Popoonsak & Sombatteera, 2014).

Business Education graduates are required to possess certain number of soft skills for them to meet up with present challenges in the labour market. It is imperative that both the lecturers and the students must acquire and take soft skills as one of the most pressing in the labour market in this globalized world of work. Acquisition of these skills will go a long way in the lives of both the teachers and the learners. According to Kechagias cited in Somprach et al. (2014) soft skills is an intra and inter-personal or socio-emotional skills essential for personal development, social participation and workplace success. They include such skills as ability to work on multi-disciplinary teams, effective communication, cultural awareness and expression, diligence, adaptability and honesty among others. It is an essential skill that must be possessed by an individual to function effectively in order for better and efficient performance in any working environment. It is non-technical traits and behaviours needed by Business Education graduates for successful career navigation in the world of work.

Business Education involves teaching students the fundamentals, concepts, theories and processes of business. Business Education is also described as an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business related occupations (Okoli, 2010). Similarly, Nwanewezi (2010) described Business Education as encompassing education for office occupations, business teaching, business administration and economic understanding. In addition to this, Abdulkadir (2011) noted that one remarkable important characteristic of business education programme is that, its products can function independently as self-employed and employers of labour. To this end, the tenet of Business Education embraces basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practices.

Nigeria as a developing nation according to Demuren (2018); Iheonu and Urama (2019), is endowed with vast natural and material resources, yet the country has been described as the "poverty capital of the world". Tiamiyu and Babalola (2013) stressed that lack of basic necessities and endemic rural poverty are among the developmental challenges that pose a serious threat to socio-economic development in Nigeria. It is pertinent to state that one of the major determinants of poverty in Nigeria can be traced to unemployment of the youths due to lack of skills required to function in the world of work. Therefore, based on the nexus arising from previous studies, there is a need to explore entrepreneurial soft skills and workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

Soft Skills

Soft Skills are described by Doyle (2019) as subjective skills that are much harder to quantify. They are also known as people skills or interpersonal skills. Soft skills relate to the way you relate to and interact with other people. Soft skills are also defined by Doepke (2018) as non-measurable, subjective skills that are not specific to one job or career. They typically speak how well a person interacts with others. Soft skills are people skills. These skills are personality traits that help define character but offer less proof of experience than hard skills. Soft skills revolve around teamwork, communication and work ethic.

In contemporary world of work today, soft skills have been recognised as one of the basic attribute that employers of labour are looking for graduate to perform effectively. Soft skills are personality traits, social gracefulness, fluency in communication, personal habits, interpersonal relation, and optimism to varying degrees (Pachauri & Yadav, 2014). Ginting (2016) classified soft skills as intra- and inter- personal (socio-emotional) skills, essential for personal development, social participation, and workplace success. He further suggested that soft skills should be distinguished from technical skill. Vasanthakumari (2019) affirmed that soft skills are a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social and emotional intelligence, intelligence quotients, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. With the importance attached to soft skills in recent times, productive performance of Business Education graduates are emphasising the development of soft skills.

As a result of various factors, today's business environment has become more complex, unclear and competitive. Organisations now consider human resources as key asset which determines organisational performance and success. Employers are now more likely to employ, retain and promote employees that are involved in organisational performance and success. Most employers are likely to hire, retain and promote persons who possessed different combination of soft skills. Even though firms expect their employees to have discipline based knowledge, adequate level of soft skill is equally desired for the employee to move forward in their career (Mitchell, Skinner & White, 2010).

It has become clear that hard skills alone are insufficient to achieve organizational goals and objectives. Since employees will be involved in different leadership and decision-making positions. For these reasons, acquisition of soft skills is germane in this 21st century for any organisation or institution to achieve its stated goals and objectives. These soft skills include: communication soft skills, teamwork, analytical thinking, problem solving, leadership skills and time management (Tang, 2018).

1. Communication Skills: Communication skills are the tools used to clearly and effectively converse with others, set expectations, and work with others on projects in any organisation. It is a form of verbal and written communication used in every day at the working place. Whether for writing a cover letter to apply for a job, taking up an issue with manager, or looking to green light a new initiative at work. Every professional irrespective of their field should be able to convey their thoughts with clarity and confidence both in written and oral forms. Klein cited in

Ann-Marie (2015) viewed communication skills as the ability to actively listen, to communicate in oral, written, and nonverbal forms. He further reported the view of employers of labour on Business Education graduates that they lacked soft skills, including communication skills. Business Education graduates are expected to possess the spirit of working collaboratively with others in order to achieve certain goals.

2. Team Work Skills: Team work skills involve the ability to work and cooperate with people from various social and cultural backgrounds so as to achieve a common goal. In order to build a good working relationship with his/her peers, it is essential that they are respectful toward others' attitude, behaviour, and belief. Tang (2018) stated that teamwork skill means the capacity to graft and collaborate with individuals from numerous social and cultural experiences in order to accomplish a collective objective. Ability to work in a team effectively bring about bond among the workers and ensure they work with unity which helps to achieve high level of productivity but if there are workers within a team who did not have good teamwork skill it can affect the level of productivity of the team (Hanaysha, 2016).

3. Analytical Thinking Skills: Another important soft skill required of Business Education graduates is analytical thinking. Analytical skills are the traits and abilities that allow Business Education graduates to observe, undertake research and interpret a subject in order to develop complex ideas and solutions. It is one of the critical component of mental activity that enables both the teachers and students of Business of Education to solve problems quickly and effectively. This includes a methodical grading approach that allows complex issues to be fragmented into simpler and more manageable components (Rasheva-Yordanova, Iliev & Nikolova, 2018). Analytical thinking can be applied in every situation, such as developing or improving programs or products, relational issues, processes, identifying audience and client needs and more. Analytical thinking will assist Business Education graduates to investigate complex issues, make decisions and develop solutions. It is an in-depth way of investigating a problem and finds the ideal solution in a timely and efficient manner.

4. Problem Solving Skills: Problem solving skill does not just require analytical, creative and critical skills, but a particular mind-set; those who can approach a problem with a cool and level head will often reach a solution more efficiently than those who cannot. This is a soft skill which can often rely on strong teamwork. In life situation, problems need not always be solved alone but ability to know who can help reach a solution, and how they can do it, can be of great advantage. Problem solving is the act of describing the problem, stating the cause of the problem, identifying and providing solutions to the problems identified in a manageable manner (Zoe, 2020). In the 21st century, Business Education graduates should be able to identify and solve problem at any given time for success to be achieved.

Workforce Readiness

Workforce readiness can be defined as having new workplace entrants prepared to enter the workforce with the requisite knowledge, skills, abilities and attributes in order to engage in endeavours that will be required in their respective occupations. Partnerships and alliances between educational institutions, governmental entities and employers can assist in ensuring that these new workforce entrants are sufficiently prepared to meet the challenges and opportunities they will face in the workplace.

Human Resources (HR) professionals are uniquely suited to address many of the challenges raised by workforce readiness issues. They can play a strategic role in helping employers formulate exacting standards for workforce skills, capabilities and attributes that the employer community needs. Additionally, the HR community can take the lead in coalition building to articulate the need for developing rigorous standards, which can be shared throughout the business community and serve as a basis for advocacy of workforce readiness efforts.

Theoretical Framework

The theoretical framework this study is anchored on the Human Capital Theory.

Human Capital Theory

Human Capital Theory, initially formulated by Becker (1975) and Rosen (1976), argues that individual workers have a set of skills or abilities which they can improve or accumulate through training and education. Human capital theory is concerned with knowledge and experiences of small-scale business owners. Human capital acts as a resource. However, human capital theory studies usually assume that experiences are translated into knowledge and skills. The general assumption is that the human capital of the founder improves small firms' chances of survival (Bruderl, Preisendörfer & Ziegler, 1992). As students (future workers) accumulate human capital, their value in the marketplace should increase as they bring more expertise and effectiveness to their job tasks. Individuals not only acquire skills through formal education but also through job training. The human capital theory is common in this approach where an individual skill in production process and thus earning capacity requires formal (i.e., schooling) and informal training. If human capital increases with additional education, a worker's market value should theoretically increase in proportion to the amount of education he or she receives, often captured by the total number of credits accumulated.

The human capital theory is related to this study in that, it emphasizes the importance of both formal schooling and training in the production process. The concept of trainability suggests that an individual who received formal schooling is ready to receive training because he or she can learn from training quickly, and adopt it efficiently in the production process. At the same time, it is likely that a company can provide educated employees with training at cheaper cost because of the above properties.

Statement of the Problem

Level of unemployment has been on the high side and continues to increase; meanwhile higher institutions produce thousands of graduates on yearly basis which means the level of competition on graduates to get employed is increasing on yearly basis. Twenty-first century employer does not necessarily pay graduates salary for the certificate they possessed but the problems they can solve within the walls of the classrooms. The reality of life is that there are more employable graduates than the available jobs and it is only graduates that can actively think beyond their certificate that would find their own place in life.

Unfortunately, Business Education graduates in contemporary world of work today, find it difficult to perform to the uttermost due to lack or ill sufficient of soft skills. This has made the employers of labour not to be satisfied with output of Business Education graduates. Business Education is an integral part of vocational and technical education which is meant to produce graduates with competent, skilful in both soft skills and hard skills.

Therefore, those to be employed must show something extra than just the knowledge of subject matter which are the soft skills that are highly needed by employers and business executives. The importance of soft skills on graduate's employability in this dispensation has been noticed by the employers of labour. Therefore, this research is aimed at exploring entrepreneurial soft skills and workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

Purpose of the Study

The main objective of the study is to explore entrepreneurial soft skills and workforce readiness of Business Education students in Federal College of Education (Technical), Umuze. Specifically, the study sought to:

1. Ascertain the extent to which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.
2. Investigate the extent to which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

3. Determine the extent to which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.
4. Examine the extent to which problem-solving skills on the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

Research Questions

The following research questions were advanced to guide the study:

1. To what extent do communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze?
2. To what extent do team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze?
3. To what extent do analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze?
4. To what extent do problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze?

Research Hypotheses

Four null hypotheses tested at 0.05 level of significance were raised for the study:

H₀₁: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

H₀₂: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

H₀₃: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

H₀₄: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

Methodology

The design adopted for the study was a descriptive research design which is very good in eliciting responses from the respondents in order to explore entrepreneurial soft skills and workforce readiness of Business Education students for poverty eradication in Nigeria. This study was carried out in Federal College of Education (Technical), located in Umunze, Orumba South Local Government Area, Anambra State. The state is located in the South-East Geopolitical Zone of Nigeria, and it is composed of 21 local government areas, with Awka as its capital city. The population of the study was 196, which comprised of 66 Business Educators, 130 NCE Year 3 and Degree Year 4 students of School of Business Education, Federal College of Education (Technical), Umunze (FCETU) for the 2025/2026 academic session. The choice of this population was necessitated by the fact that, these set of students have gone through many entrepreneurial courses and trainings. The sample size of the study was 150 and was randomly selected to arrive at 50 Business Educators and 100 Business Education students, respectively. The instrument for data collection was a structured questionnaire, which was adopted in eliciting data from the respondents. The instrument comprised of two parts. Part A sought for demographic information of the respondents, while Part B contained items measured on a 4-point rating scale for the respondents' opinion statements. In the validation of the

instrument, consultations were made with two experts in Measurement and Evaluation, and Business Education in Federal College of Education (Technical), Umuze, who vetted the items. Their corrections and suggestions were incorporated into the final copy of the questionnaire. Cronbach Alpha method was used to determine the internal consistency of the instrument. The reliability of the instrument obtained was 0.84, which was considered good enough to justify the usage of the questionnaire. The copies of the questionnaire were administered to the 150 respondents sampled for the study, by the researchers and two research assistants.

The descriptive statistics used for the study were mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as high, while a mean value of less than 2.50 was considered as low. The inferential statistics used for the study was the t-test. If the value of t-crit at 0.05 level of significance is less than the t-cal value, the null hypothesis will be rejected. However, if the value of t-crit at 0.05 level of significance is more than the t-cal value, the null hypothesis will be accepted.

Presentation of Data and Results

The results of this study are presented in the various tables according to the research questions and hypotheses.

Research Question 1:

To what extent do communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze?

Table 1: Mean responses and standard deviation on the extent to which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

S/N	Items	X ₁	SD ₁	X ₂	SD ₂	Grand Mean	Remarks
1	Active listening can build respect with your colleagues and increase understanding.	3.17	0.37	2.38	0.86	2.78	High Extent
2	Using the communication method when you consider your audience and what information you want to share.	2.50	1.12	2.01	1.12	2.26	Low Extent
3	Friendly traits like honesty and kindness can help foster trust and understanding when communicating.	3.33	0.47	2.88	1.27	3.11	High Extent
4	Sharing feedback can help the people around to make meaningful improvements to their work and professional development.	3.50	0.50	2.75	0.43	3.13	High Extent
5	Having empathy in an attempt to effectively read and translate other people's emotions and select an appropriate response.	3.17	0.37	3.63	0.69	3.40	High Extent
6	Responsiveness in returning a phone call or sending a reply to an e-mail in a fast and effective manner.	3.33	0.47	3.50	0.50	3.42	High Extent
Cluster Mean/SD		3.16	0.55	2.86	0.81	3.02	High Extent

Table 1 above presented the mean scores of the respondents on the extent to which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze. Items 1, 3, 4, 5 and 6 recorded mean scores of 2.78, 3.11, 3.13, 3.40 and 3.42 respectively, indicating high extent. Meanwhile, item 2 recorded a mean score of 2.26, indicating low extent. Therefore, the table showed a high extent in which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

Research Question 2:

To what extent do team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze?

Table 2: Mean responses and standard deviation on the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

S/N	Items	X ₁	SD ₁	X ₂	SD ₂	Grand Mean	Remarks
7.	Respectful team members avoid reacting negatively in challenging moments.	2.67	0.47	2.87	0.60	2.77	High Extent
8.	Communication fosters better teamwork, as team members need to express themselves clearly and frequently.	3.50	0.50	3.25	0.97	3.38	High Extent
9.	Team players with solid conflict resolution skills listen without judgment, address issues as they arise, and focus on solutions.	2.33	0.75	3.13	0.33	2.73	High Extent
10.	Accountability implies assuming responsibility for errors without waiting for someone to intervene.	2.33	0.89	1.88	0.78	2.11	Low Extent
11.	Open-mindedness of team members means the ability to appreciate and respect others' differences and learn from them.	3.17	0.37	3.50	0.50	3.34	High Extent
12.	Trust in team members means they can count on others to complete tasks, admit mistakes or issues and resolve problems.	3.33	0.47	3.75	0.43	3.54	High Extent
Cluster Mean/SD		2.89	0.58	3.06	0.60	2.98	High Extent

Results data in Table 2 above, presented the mean scores of the respondents on the extent to which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze. Items 7, 8, 9, 11 and 12 recorded mean scores of 2.77, 3.38, 2.73, 3.34 and 3.54 respectively, indicating high extent. However, item 10 recorded a mean score of 2.11, indicating low extent. However, items 14 and 16-20 recorded mean scores ranging from 1.32-1.46, indicating not adequate. Therefore, the table showed a high extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

Research Question 3:

To what extent do analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze?

Table 3: Mean responses and standard deviation on the extent to which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

S/N	Items	X ₁	SD ₁	X ₂	SD ₂	Grand Mean	Remarks
13.	Communication of the findings from the analysis to be presented orally or in a written form.	3.33	0.47	3.75	0.43	3.54	High Extent
14.	Creative solutions to many problems that require out-of-the-box thinking in order to find the optimal solutions.	3.83	0.37	3.63	0.48	3.73	High Extent
15.	Critical thinking enables an objective analysis of a complex problem to form a judgment.	3.67	0.47	3.87	0.33	3.77	High Extent
16.	Data analysis requires the ability to analyze large volumes of data and identify patterns and trends.	2.83	0.90	1.50	0.71	2.17	Low Extent
17.	Research requirement of collecting information and relevant data, and compiling it before analyzing it.	3.50	0.50	3.75	0.43	3.63	High Extent
Cluster Mean/SD		3.43	0.54	3.30	0.48	3.37	High Extent

Table 3 above presented the mean scores of the respondents on the extent to which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze. Items 13, 14, 15 and 17 recorded mean scores of 3.54, 3.73, 3.77 and 3.63 respectively, indicating high extent. On the other hand, item 16 recorded a mean score of 2.17, indicating low extent. Therefore, the table showed a high extent in which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

Research Question 4:

To what extent do problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze?

Table 4: Mean responses and standard deviation on the extent to which problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

S/N	Items	X ₁	SD ₁	X ₂	SD ₂	Grand Mean	Remarks
18.	Research as a problem solver, so as to be able to identify the cause of the issue and understand it fully.	2.67	0.94	2.75	0.43	2.71	High Extent
19.	Analysis of a situation helps to understand problems and effectively develop solutions.	3.17	0.69	3.50	0.50	3.34	High Extent
20.	Decision-making pertains to making a decision about how to solve problems that may arise quickly.	3.67	0.47	3.75	0.43	3.71	High Extent
21.	Communication requires knowing the channels that are most appropriate when seeking possible assistance and solutions.	2.67	0.75	2.63	0.70	2.65	High Extent
22.	Dependability entails high value of individuals to be trusted to identify and implement solutions as fast and effectively as possible.	2.17	0.37	3.63	0.69	2.90	High Extent
Cluster Mean/SD		2.87	0.64	3.25	0.55	3.06	High Extent

Data from Table 4 above, presented the mean scores of the respondents on the extent to which problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

All the items that recorded mean scores of 2.71, 3.34, 3.71, 2.65 and 2.90 respectively, indicating high extent. Therefore, the table showed a high extent in which problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

Test of Hypotheses

Table 5: t-test analysis of the difference between the mean scores of Business Educators and Business Education Students on the extent in which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze.

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
Business Educators	50	3.16	0.55	148	0.11	2.73	1.96	Reject Null Hypothesis
Business Students	100	2.86	0.81					

Table 5 showed that t-cal value is 2.73 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is more than the t-crit value, the null hypothesis that stated thus: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which communication skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, is hereby rejected.

Table 6: t-test analysis of the difference between the mean scores of Business Educators and Business Education Students on the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
Business Educators	50	2.89	0.58	148	0.10	1.70	1.96	Accept Null Hypothesis
Business Students	100	3.06	0.60					

Table 6 showed that t-cal value is 1.70 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze, is hereby accepted.

Table 7: t-test analysis of the difference between the mean scores of Business Educators and Business Education Students on the extent in which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
Business Educators	55	3.43	0.54	148	0.09	1.44	1.96	Accept Null Hypothesis
Business Students	100	3.30	0.48					

Table 7 showed that t-cal value is 1.44 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze, is hereby accepted.

Table 8: t-test analysis of the difference between the mean scores of Business Educators and Business Education Students on the extent in which problem-solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze.

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
Business Educators	55	2.87	0.64	148	0.11	3.45	1.96	Reject Null Hypothesis
Business Students	100	3.25	0.55					

Table 8 showed that t-cal value is 3.45 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference between the mean responses of Business Educators and Business Education students on the extent in which problem solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze, is hereby rejected.

Discussion of Findings

The research was carried out to explore entrepreneurial soft skills and workforce readiness of Business Education students in Federal College of Education (Technical), Umunze. The findings from Table 1 showed that the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umunze, were considered as high extent by the respondents indicating that, active listening can build respect with your colleagues and increase understanding; friendly traits like honesty and kindness can help foster trust and understanding when communicating; sharing feedback can help the people around to make meaningful improvements to their work and professional development; having empathy in an attempt to effectively read and translate other people's emotions and select an appropriate response; and responsiveness in returning a phone call or

sending a reply to an e-mail in a fast and effective manner. Meanwhile, the findings also revealed that the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, were considered as low extent by the respondents indicating that, using the communication method when you consider your audience and what information you want to share. These findings were in consonance with Klein cited in Ann-Marie (2015), who opined that every professional irrespective of their field should be able to convey their thoughts with clarity and confidence both in written and oral forms.

The findings from Table 2 revealed that the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, were considered as high extent by the respondents indicating that, respectful team members avoid reacting negatively in challenging moments; communication fosters better teamwork, as team members need to express themselves clearly and frequently; team players with solid conflict resolution skills listen without judgment, address issues as they arise, and focus on solutions; open-mindedness of team members means the ability to appreciate and respect others' differences and learn from them; and trust in team members means they can count on others to complete tasks, admit mistakes or issues and resolve problems. However, the findings also showed that, the extent in which team work skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, were considered as low extent by the respondents indicating that, accountability implies assuming responsibility for errors without waiting for someone to intervene. The findings were in line with Tang (2018), who stated that teamwork skill means the capacity to graft and collaborate with individuals from numerous social and cultural experiences in order to accomplish a collective objective.

The findings from Table 3 indicated that the extent in which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, were considered as high extent by the respondents indicating that, communication of the findings from the analysis to be presented orally or in a written form; creative solutions to many problems that require out-of-the-box thinking in order to find the optimal solutions; critical thinking enables an objective analysis of a complex problem to form a judgment; and research requirement of collecting information and relevant data, and compiling it before analyzing it. On the other hand, the findings also revealed that the extent in which analytical thinking skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, were considered as low extent by the respondents indicating that, data analysis requires the ability to analyze large volumes of data and identify patterns and trends. The findings were in agreement with Rasheva-Yordanova, et al. (2018), who observed that analytical skills are the traits and abilities that allow Business Education graduates to observe, undertake research and interpret a subject in order to develop complex ideas and solutions. It is one of the critical component of mental activity that enables both the teachers and students of Business of Education to solve problems quickly and effectively. This includes a methodical grading approach that allows complex issues to be fragmented into simpler and more manageable components.

The findings from Table 4 showed that the extent in which problem solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze, were considered as high extent by the respondents indicating that, research as a problem solver, so as to be able to identify the cause of the issue and understand it fully; analysis of a situation helps to understand problems and effectively develop solutions; decision-making pertains to making a decision about how to solve problems that may arise quickly; communication requires knowing the channels that are most appropriate when seeking possible assistance and solutions; and dependability entails high value of individuals to be trusted to identify and implement solutions as fast and effectively as possible. The findings were corroborated by Zoe(2020), who submitted that problem solving is the act of describing

the problem, stating the cause of the problem, identifying and providing solutions to the problems identified in a manageable manner.

Conclusion

The main objective of the study was to explore entrepreneurial soft skills and workforce readiness of Business Education students in Federal College of Education (Technical), Umuze. Based on the findings of the study, it was concluded that, there are significant differences between the mean responses of Business Educators and Business Education students on the extent in which communication skills and problem solving skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze. However, the study also concluded that, there are no significant differences between the mean responses of Business Educators and Business Education students on the extent in which team work skills and analytical skills influence the workforce readiness of Business Education students in Federal College of Education (Technical), Umuze. It is pertinent to point out that entrepreneurial soft skills are as important as cognitive skills that graduates of 21st century must have possessed for right placement in any organisation.

Recommendations

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

1. Business Education students should possess something extra than just the knowledge of subject matter which are the soft skills that are highly needed by employers and business executives.
2. Business Educators should expose their students to the pragmatic and practical aspect of soft skills like field trips to industries that will enable them to acquire the relevant soft skills for workforce readiness.
3. Educational regulators should overhaul Business Education curriculum to ensure absolute uniformity in the acquisition of soft skills that will prepare Business Education graduates for the world of work.

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