



**PLANNING AND ORGANIZING SKILLS REQUIRED OF BUSINESS EDUCATION
UNDERGRADUATES FOR THE ESTABLISHMENT OF SMALL AND MEDIUM SCALE
ENTERPRISES IN RIVERS STATE**

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ABSTRACT

The aim of the study was to investigate the managerial skill required of business education undergraduate for the establishment of small and medium scale enterprises in Rivers State. Two specific objectives were identified, two research questions were raised and two hypotheses was formulated to guide the study. The study adopted a descriptive survey research design and was carried out in Rivers State of Nigeria. The population of the study was 643 level 300 undergraduates from which 234 were sampled using the Kreyice and Morgan Model sample size table recommendation. The undergraduates were grouped into male and female. The instrument for data collection was developed by the researcher which is titled: Managerial Skills for Establishment of Small and Medium Scale Enterprises (MSESMSE). The instrument was face validated by the three research experts from Ignatius Ajuru University of Education. The reliability of the instrument was obtained using Pearson Product Moment Correlation which yielded reliability co-efficient of 0.80. Out of 234 copies of questionnaire distributed 234 were returned with valid data, mean statistics was used to answer the research questions and t-test used to test the hypotheses at 0.05 level of significance. The study revealed from the hypotheses that planning skills and organizing skills, are required in a high extent by undergraduates of business education for the establishment of small and medium scale enterprises in Rivers State. It was recommended that greater attention should be focused on teaching business education student practical lessons that would make them become self-employed upon graduation rather than learning for the sake of passing examination.

KEYWORDS: Planning Skills, Organizing Skills and Medium Scale Enterprises



INTRODUCTION

The primary goal of education is to create knowledgeable citizens who will strengthen society by their efforts to improve it. This is due to the fact that achieving excellence and mastery of previously challenging tasks is the ultimate goal of any and all types of education. Since we consider learning to have taken place when its targeted skill has been gained and expressed in the learner's capacity to perform duties efficiently and effectively, this is the case. There is no exception for business schooling in this regard (Umoru, 2015).

Business education, as defined by Ogwuogo (2013), is a branch of vocational and technical education that provides students with the information, skills, and values necessary for a secure financial future and positive social and economic outcomes. One subfield of academia, business education focuses on imparting knowledge of the business world and its practices. You may find programmes in this area of study at a wide range of educational establishments, from high schools to universities. There are a wide variety of settings in which one might get a business education. As the business world as a whole is vast, so too are the numerous facets of a business education (Okolo, 2015).

Educators in the field of business have a crucial role in guiding the next generation toward being productive members of society who can make sound financial choices for themselves and their communities. The primary goals of a business education programme are to familiarize students with the fundamentals of personal finance, the decision-making skills necessary to be savvy consumers, the economic concepts of an increasingly global market environment, and the procedures by which firms' function.

After graduating from college, Oduh (2017) students with a business degree need to be equipped with the management abilities necessary to launch and sustain their own profitable businesses. Okoli and Ezewanfor (2015) argue that competent management is crucial to the prosperity of any enterprise. What makes a good manager are the knowledge, talents, and dispositions that allow them to carry out their responsibilities competently and efficiently. According to Ademiluyi (2007) graduates of business programmes need to have the following managerial qualities in order to successfully operate a business organization: the ability to plan, organize, direct, control, staff, coordinate, and have a solid understanding of commerce. The capacity to plan ahead and execute a strategy, making use of all available means, is essential for accomplishing any task or objective. Organizing skill is the ability to getting the right people to accomplish a given task; ability to delegate authority and responsibility, ability to co-ordinate human and material resources towards achieving the success of a business enterprise. When an organization's resources are properly planned, organized, and directed, it is said to be "managed" (Nwachukwu, 2005). According to Osuala (2000), management may be



defined as the coordinated execution of the five distinct tasks of planning, organizing, staffing, leading, and regulating in order to achieve an organization's stated objectives. Management, therefore, is the act of leading an organization to success by maximizing the productive use of its human, financial, and material resources (Oduh, 2017).

When they graduate, students majoring in business education should be well-versed in a variety of management techniques, such as those used to establish and maintain even modestly successful enterprises, finance the day-to-day operations of a company, identify and pursue promising business ideas, set up shop legally, mitigate any threats to the company's success, and oversee and organize all human and material resources in an efficient manner. Ability to build comprehensive investment strategy and execution, time management abilities, and the use of integrated business skills are also important for managers to have.

STATEMENT OF PROBLEM

Undergraduates of business education upon graduation from the universities are supposed to possess the relevant skill competencies in management that will enable them establish and run their own businesses successfully, especially, in this era of scarcity of white-collar jobs. Business education graduates by their education and training should operate viable business enterprises that would sustain them economically and even employ others. But it has been observed that most business education graduates do not possess adequate skills to set-up and manage the least small-scale business outfit effectively.

Corroborating this findings, Akume (2006) research investigation also revealed that business education graduates lack the necessary skills required for business establishment and sustenance. Akume further stated that the inability of the graduates to successfully operate and expand business ventures is due largely to their lack of managerial skills that would help expose them to business intricacies and dynamics. Hence, the study is investigating managerial skills required of business education undergraduates for the establishment of small and medium scale enterprises in Rivers State.

OBJECTIVE OF THE STUDY

- To determine the extent to which planning skills enhance establishment of small and medium scale enterprises of business education undergraduates in Rivers State.
- To access the extent to which the organizing skills facilitate establishment of small and medium scale enterprises of business education undergraduates in Rivers State.



RESEARCH QUESTIONS

- To what extent does planning skills enhance establishment of small and medium scale enterprises of business education undergraduates in Rivers State?
- To what extent does organizing skills facilitate establishment of small and medium scale enterprises of business education undergraduates in Rivers State?

HYPOTHESES

- There is no significance difference in the mean ratings of male and female undergraduates on the extent planning skills enhance the establishment of small and medium scale enterprises in Rivers State.
- There is no significance difference in the mean ratings of male and female undergraduates on the extent organizing skills facilitate the establishment of small and medium scale enterprises in Rivers State.

LITERATURE REVIEW

Planning Skills and Establishment of Small and Medium Scale Enterprises

Planning skill is the ability to creatively think about and successfully manage activities with the help of any available resources, to achieve specific goals. Planning is basically a road map that guides an entrepreneur on how to complete a task before attempting to begin it (Onoh, 2013). Planning is the core of business activities and involves a lot of decision making. Without good plan, no business will stand the test of time.

Onoh (2013) identified the steps required to be taken by an entrepreneur during planning to include; recognition of the problem, identifying the alternatives, coordinating human and material resources for effective implementation of the decisions taken, appraisal or evaluation at the end to analyze success and failure of the entire process. According to Ezeabii (2017), planning skill is the capacity of making detailed decision about a business outfit before its commencement in order to avoid sudden collapse. Continuing, Ezeabii stressed that for any business to be prosperous and sustainable, the entrepreneur must consider the following factors in the planning process; the viability of business, availability of fund, location of business, population of business location, income distribution of individuals in the proposed business location and available competitors in the market.

In order to effectively manage production, employees, and resources, managers must engage in the vital activity of planning. Having a strategy in place also helps management be prepared for any problems that may arise. Consideration of available organizational resources and human resource capacity is crucial during the planning



phase. Planning is an ongoing activity that may be either short- or long-term focused. An entrepreneur's job is to constantly plan, put that plan into action, then evaluate the results in order to make any adjustments (Ezeabii, 2017). To plan is to make choices about what, how, and when something will be done in advance. It entails speculating on what will happen next for the company and its various parts. The gap between the here and now and the future can be bridged with careful planning. Planning is essentially decision making, and as such is reliant on the existence of alternatives. Decision making, by definition, is a crucial part of the planning process, as it involves making choices. Thus, planning is a mental activity that denotes a logical strategy for problem solving.

More specifically, it is the act of establishing or establishing goals, policies, processes, regulations, programmes, budgets, and strategies. Planning by managers may be done on a short-term or long-term basis. Short-term and long-term programmes should be integrated for maximum efficacy and optimal outcomes (Nwangwu, 2007). Management functions, including all others, are heavily impacted by the planning process, making planning a crucial part of the management process.

Planning skills also refers to talents, experience and knowledge related to mapping out and executing the steps required to meet an objective or goal. Planning involves goal setting, development of plans to achieve goals in a competitive environment. It also has to do with business analysis, time management, managing expectations, setting expectations, project management, estimation, forecasting, financial analysis, procurement and risk management (Igwe, 2015).

In the view of Onoh (2013), business education graduates need strong planning skills to enable them succeed in business in the face of challenging competitors. Nwangwu (2007), noted that planning skill is very indispensable to business education graduates, as no business enterprise can stand the test of time, if proper planning is ignored. Continuing, Nwangwu asserted that most graduates of business education had hardly sustained their business enterprises due to lack of effective planning from the onset.

Organizing Skill and Establishment of Small and Medium Scale Enterprises

Organizing skill is the ability to getting the right people to accomplish a given task; ability to delegate authority and responsibility, ability to co-ordinate human and material resources towards achieving the success of a business enterprise (Onoh, 2013).

Furthermore, Onoh asserted that the ability to organize the thoughtful plans is essential to the efficient running of any business organization. With good plans and improper organization, a business will collapse. Organizational skills are needed for day-to-day running of the business for achievement of set goals. Doyle (2018) defines



organizational skills as a collection of abilities that allow one to organize and priorities one's actions and activities in a manner that leads to the successful completion of a task or group of tasks. At the individual level, good organizational skills help one perform more effectively, avoid stress, and derive more satisfaction from one's work experience. At the group level, good organizational skills help one delegate tasks effectively, coordinate teammates, and motivate them properly.

A manager's next job is to organize the company's operations. It entails segmenting a project into manageable chunks and then assigning appropriate resources to each activity. To do this, one must organize a team's responsibilities in a way that will help them reach the company's ultimate goal. The enterprise's goals and the functions and activities that support them are inextricably intertwined. This calls for formalizing activity-authority connections inside the company. Management's function of organization entails the following steps: identifying the enterprise's activities while keeping the goal in mind; categorizing these activities into manageable chunks; delegating authority and responsibility for completing these tasks to specific individuals; and finally, coordinating these activity - authority relationships across the organization (Doyle, 2018).

Therefore, the cornerstones of organization are the allocation of tasks to individuals and the coordination of their actions to attain set goals. When working in a group, however, organizational issues become a factor. In the same manner, a company is never created just for the sake of being; rather, it serves as a means to a goal. Therefore, companies should be founded on good application of organizational concepts and practical wisdom.

Skills in this area also include the ability to concentrate undistracted on various activities, which improves the efficient use of resources including time, energy, strength, mind, and space. To get your life in order, you should do things like write down your to-dos, schedule time to get them done, give yourself breathing room between tasks, priorities what needs to be done and what can wait, divide up your work into manageable chunks, enlist help when necessary, resist the urge to procrastinate, stay on top of things, and let technology help you automate your scheduling while keeping you in charge (Alozie, 2010).

Productivity and advancement in one's career may be boosted by honing one's organizational abilities. Better problem-solving, quicker decision-making, and more creative concept implementation are all made possible by the availability of such tools. Ezeabii (2017) said that students majoring in business should learn to be organized to avoid the pitfalls of bad habits including procrastination, misunderstandings in the workplace, and inefficiency after graduation



METHODOLOGY

The study adopted a descriptive survey research design and was carried out in Rivers State of Nigeria. The population of the study was 643 level 300 undergraduates from which 234 were sampled using the Kreyice and Morgan Model sample size table recommendation. The undergraduates were grouped into male and female. The instrument for data collection was developed by the researcher which is titled: Managerial Skills for Establishment of Small and Medium Scale Enterprises (MSESMSE). The instrument was face validated by the three research experts from Ignatius Ajuru University of Education. The reliability of the instrument was obtained using Pearson Product Moment Correlation which yielded reliability co-efficient of 0.80. Out of 234 copies of questionnaire distributed 234 were returned with valid data, mean statistics was used to answer the research questions and t-test used to test the hypotheses at 0.05 level of significance.

RESULT AND DISCUSSION OF FINDINGS

RESEARCH QUESTION 1

To what extent does planning skills enhance establishment of small and medium scale enterprises of business education undergraduate in Rivers State?

Data gathered to provide answer to this research question are analyzed and presented in table.

Table 1: Mean and Standard Deviation of male and female business education students on extent planning skills enhance the establishment of SMEs

S/N	Statement	Male Students (N ₁ =110)			Female Students (N ₂ =124)		
		M	SD ₁	Remark	F	SD ₂	Remark
1.	Enables business education undergraduates to have foresight	4.52	0.79	VHE	4.82	0.70	VHE
2.	Aid business education undergraduates to identify different alternatives.	4.77	0.83	VHE	4.56	0.56	VHE
3.	Inculcates business education undergraduates the set achievable goals of a business.	4.60	0.66	VHE	3.78	0.82	HE
4.	Enables business education undergraduates make policies guiding the business.	4.55	0.56	VHE	3.95	0.79	HE
5.	Boost business education undergraduates' ability to set up strategies to achieve goals.	3.83	0.70	HE	4.79	0.77	VHE
6.	Increases business education undergraduate ability to carry out feasibility studies.	4.58	1.08	VHE	3.50	1.12	HE
7.	Inculcates business education undergraduates with the ability to articulate economic activities for profit purposes.	4.00	1.25	HE	4.55	1.15	VHE
8.	Ability to be confident and independent in business.	4.69	1.11	VHE	4.95	0.90	VHE
	Grand Mean/SD	4.44	0.87	HE	4.36	0.85	HE

Source: Researcher's Field Work, 2022.

Data presented in Table 1 revealed the opinion of the respondents on the extent planning skills is required of business education undergraduates for the establishment of small and medium scale enterprises in Rivers State. The grand mean values of the respondents (male and female respondents indicated 4.44 and 4.36 respectively).

The item-by-item analysis reveals that item 1, 2 and 8 were rated to a very high extent with mean value ranging from 4.52 to 4.95 for male and female respondents respectively, item 3, 4 and 6 were rated to a very high extent by the male respondents and to high extent by the male respondents with mean rating ranging from 3.50 to 4.60, while item 5 and 7 were rated to high extent and to a very high extent respectively for male and female respondents with mean rating from 3.83 to 4.79. in addition, the standard deviation grand rating of 0.87 and 0.85 for male and female respondents respectively indicates that there was homogeneity among their responses.



RESEARCH QUESTION 2

To what extent does organizing skills facilitate establishment of small and medium scale enterprises of business education undergraduates in Rivers State?

Table 2: Mean and Standard Deviation of Male and Female Undergraduate on Extent of Organizing Skills Facilitates the Establishment of Small and Medium Scale enterprises.

S/N	Statement	Male Students (N ₁ =110)			Female Students (N ₂ =124)		
		M	SD ₁	Remark	F	SD ₂	Remark
9.	Enables business education undergraduate to put the right people in order to accomplish tasks.	3.33	1.23	ME	3.26	1.06	ME
10.	Helps business education undergraduate to delegate authority and responsibility.	3.58	0.93	HE	4.19	0.77	HE
11.	Helps business education undergraduate to coordinate human and material resources.	3.66	1.00	HE	3.71	0.93	HE
12.	Enables business education undergraduate to be innovative and creative.	3.44	1.20	ME	3.14	0.97	ME
13.	Encourages business education undergraduate to arrange work in order.	3.13	1.18	ME	3.40	1.28	ME
14.	Facilitate giving of feedback on performance.	3.85	1.01	HE	3.56	1.22	HE
15.	Aid business education undergraduate successfully run and participate in business meetings.	3.66	1.13	HE	3.67	1.20	HE
16.	Helps business education undergraduate to determine the list of pending task.	3.67	1.19	HE	3.57	1.15	HE
17.	Motivate business education undergraduate to have regards for others opinion.	3.85	1.01	HE	3.56	0.24	HE
Grand Mean/SD		3.57	1.10	HE	3.56	0.98	HE

Source: Researcher’s Field Work, 2022

Result in Table2 shows a high extent with the grand mean value of 3.57 and 3.36 respectively for the male and female respondents. The item-by-item analysis reveals that item 9, 12 and 13 with mean rating ranging from 3.13 to 3.40 were rated to a moderate extent by both male and female respondents, while item 10, 11, 14, 15, 16 and 17 with mean rating ranging from 3.56 to 3.85 were rated to a high extent by both male and female respondents. Furthermore, the standard deviation grand rating of 1.10 and 0.98 for male and female respondents respectively shows that there was homogeneity among their responses.



HYPOTHESIS 1

There is no significant difference in the mean ratings of male and female undergraduates on the extent planning skills enhance the establishment of small and medium scale enterprises of business education undergraduates in Rivers State.

Table 3: T-test of Mean Differences on the Responses of Male and Female Undergraduate on the Extent Planning Skill Enhances Establishment of Small and Medium Scale Enterprises.

Group	Mean	SD	N	Df	t _{cal}	t _{crit}	Remark
Male undergraduates	4.14	0.87	110	232	0.73	1.96	Accepted
Female undergraduates	4.36	0.85	124				

Source: Researcher's Field Work, (2022).

Accept H_0 if $t_{cal} < t_{crit}$ otherwise, Reject.

You may see the results of a t-test comparison of male and female students' replies to questions on their capacity to plan the launch of small and medium-sized businesses in Rivers State in Table 3. With 232 degrees of freedom and a 0.05 threshold of significance, the estimated t-value is 0.73, whereas the critical t-value is 1.96, indicating a significant difference between the two. If the estimated t-value is less than the crucial t-value of 1.96, then the hypothesis is rejected. Therefore, the theory was accepted. This indicates that there is no statistically significant difference between male and female business students in Rivers State in terms of their perception of the importance of planning skills in the launch of small and medium-sized businesses. The study finding is also in agreement with Nwangwu (2007), who stated that planning is a fundamental task of a prospective business person. He further maintained that planning involves goal setting, development of plans to achieve goals in a competitive environment.

HYPOTHESIS 2

There is no significant difference in the mean ratings of male and female undergraduates on the extent organizing skills facilitate the establishment of small and medium scale business enterprises in Rivers State.



Table 4: T-test of Mean Differences on the Responses of Male and Female Undergraduate on the Extent Organizing Skill Facilitate the Establishment of Small and Medium Scale Enterprises.

Group	Mean	SD	N	Df	t _{cal}	t _{crit}	Remark
Male undergraduates	3.57	1.10	110	232	0.07	1.96	Accepted
Female undergraduates	3.56	0.98	124				

Source: Researcher’s Field Work, (2022).

Undergraduate male and female replies to the survey question "How much do you think good organizational skills help people start their own small or medium-sized businesses in Rivers State?" are summarized in Table 4 using a t-test. The estimated t-value is 0.07 at 232 degrees of freedom at the 0.05 level of significance, whereas the critical t-value is 1.96. Therefore, the computed t-value of 0.07 is lower than the essential t-value of 1.96. Therefore, the hypothesis that there is no significant difference in the mean evaluations of male and female students in business education in Rivers State about the amount to which organizational skills help the formation of small and medium-scale commercial firms was supported. These results corroborate the conclusions drawn by Doyle (2018), who argued that good organizational skills benefit workers in two ways: first, by allowing them to delegate tasks more effectively, coordinate teammates, and properly motivate them; and second, by reducing stress and improving job satisfaction. When comparing male and female business students in Rivers State, no statistically significant differences were found in their mean judgements of the importance of organizational skills in the launch of small and medium-sized businesses

CONCLUSION

The general purpose of the study was to determine the managerial skills required of business education undergraduates for the establishment of small and medium scale enterprises in Rivers State. Data analyzed and interpreted indicated that managerial skills especially, planning skills and organizing skills exposed to students while in school will help them develop their cognitive, affective and psychomotor domains in the business and entrepreneurial environment they would find themselves upon graduation. The researcher’s observation indicated that managerial skills are indispensable to graduates of business education, if they wish to be self-employed and employ others in this era of scarcity of white-collar jobs.



RECOMMENDATIONS

From the study it is therefore recommended that:

- Greater attention should be focused on teaching business education student's practical lessons that would make them become self-employed upon graduation rather than learning for the mere sake of passing examinations.
- Business education students should be posted to commercial industries during their industrial attachment and properly supervised. This would help them acquire more of managerial skills.



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