

**SKILLS NEEDS FOR BUSINESS SUSTAINABILITY AMONG TRAINEES OF
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING CENTRES IN
BAUCHI STATE, NIGERIA**

ANAS Suleiman, ADAMU Ibrahim and Bala Mohammed

Department of Vocational and Technology Education ,Faculty of Educational Technology ,Abubakar Tafawa
Balewa University, Bauchi ,Bauchi State, Nigeria

ABSTRACT

The study investigated the skills needs for business sustainability of trainees of Technical and vocational education and training centres in Bauchi state, Nigeria. The study had six objectives. The research questions and research null hypotheses were raised in line with the specific objectives. Descriptive research design was employed for the study. The population for the study comprised of 87 instructors and 528 final year trainees in the four TVETCs in Bauchi state in students in 2019/2020 training season. The study used 42 instructors and 258 trainees as a sample for the study. The instrument for data collection was adapted structured questionnaire. The instrument was subjected to content and face validity by experts and pilot tested. A reliability coefficient of 0.82 was obtained. The data were collected by researcher assisted by 3 research assistants. The data collected were coded into Statistical Package of Social Science (SPSS, 21). Mean scores and standard deviation was used to answer the research questions and Analysis of variance was employed to answer the null hypotheses at the 0.05 significance. The study revealed that trainees of Technical and Vocational Training Centers in Bauchi state highly need operational, accounting, managerial, technical, marketing and networking skill needs for business sustainability in Nigeria. It was conducted that business established by trainees of Technical and Vocational Education Training Centers will be liquidating if the situation remain unchanged. Based on the results, it was recommended among others that operational and accounting skills should be integrated into the module of training the trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria.

Key Words: Skills, Business, Sustainability, Trainees, Technical, Vocational, Education, Training.

1. INTRODUCTION

Technical and Vocational Education Training (TVET) started gaining ground in Nigeria as a result of the prevalence problem of unemployment in the country. The persistence increase in the rate of unemployment which is a threat to security of the nation is worrisome (Adamu & Sani, 2017). As a result the federal government has focused on the educational programme as the mainstream of equipping the youths with requisite skills for self reliance. This has led to multiple education initiatives and policies of addressing persistent increase in the rate of unemployment.

Reflecting the global momentum and bearing, the federal government of Nigeria established Technical and Vocational Education Training Centers (TVETCs). State governments, Bauchi state inclusive also joined the TVET campaign as a priority agenda for youth's empowerment. This is in line with the vision 2020 campaign which hammers on tackling unemployment by offering relevant programmes, suitable curriculum, and new ways of teaching-learning that will provide youths with skills for self employment. The initiative led to the establishment of four TVETCs namely, National Directorate of Employment, Bauchi State Commission for Youths Women Rehabilitation and Development, National Board for Technology Incubation Centre and Skills upgrading and vocational training centres in Bauchi state (Adamu, Sara & Sagir, 2018).

The TVET is aimed at equipping the youths with skills needed for self employment. The primary aim of TVET according to UNESCO (2013) is to reduce poverty and achieve socio-economic development for all citizens through: (i) promotion of vocational and skills training to ensure continuing improvement in national productivity; (ii) creation of jobs in the formal and non-formal sectors; (iii) an increase in agricultural productivity to create jobs in rural areas; and (iv) the establishment of Technical Vocational Education and Training (TVET) networks to assist both men and women, especially the poor, disabled and vulnerable to respond to labour market needs. It therefore means that TVET is not only an indispensable platform for skills development but also key to national development, job creation and poverty reduction.

Despite the importance of TVET programme on providing youths with skills needed for self reliance and huge of money spent by the government to achieved the laudable objectives of the initiative, it was observed that many of the youths that undergone the training hardly survive in the competitive market. Empirical evidences shows that business sustainability has been one of the major factors affecting the graduates of TVET programme in Nigeria. This was affirmed by the study conducted by Abdulsaleh and Worthington (2013) which reported that 80% of small and medium scale enterprises (TVET beneficiaries inclusive) do not sustain their business beyond 5 years. Study conducted by Adamu, Sara and Sagir (2018) revealed that business initiated by TVET graduates hardly continue operation beyond 6 to 7 years. The results of the studies indicated that lack of business sustainability among the beneficiaries of TVET is alarming and paints a bleak picture of the small scale business potential to contribute meaningfully to job creation, economic growth and poverty reduction. Similarly, Adebisi and Gbegi (2013) reported that 80% of small and medium scale enterprises (TVET beneficiaries inclusive) do not sustain their business beyond 5 years.

In Nigeria, study conducted by Adamu, Sara and Sagir (2018) reported that significant number of Technical and Vocational Education Training beneficiaries in Bauchi state hardly continue operation beyond 6 to 7 years. The high failure rate of small businesses among TVET beneficiaries in Bauchi state is a serious waste of resources. Adamu and Sani (2014) revealed that high mortality rate of small business is awful to contemplate and constitute danger to the nation. Previous study on failure of small scale business within 8 years in Nigeria (Adamu and Kabir, 2019) attributed business failure to lack of managerial, leadership, and marketing skills needed for competitive business ventures. In addition, the study of Okpara (2011) reported that

difficulties in getting access to finance, poor implementation of entrepreneurship policies, and corruption had caused small business failure in Nigeria.

Base on the mortality rate of businesses among TVET beneficiaries in Bauchi state, the study specifically determined the (1) the Accounting skill needs for business sustainability among trainees of Technical and Vocational Training Centers; (2) operational skill needs for business sustainability among trainees of Technical and Vocational Training Centers; (3) managerial skill needs for business sustainability among trainees of Technical and Vocational Training Centers; (4) technical skill needs for business sustainability among trainees of Technical and Vocational Training Centers; (5) Marketing skill needs for business sustainability among trainees of Technical and Vocational Training Centers; and (6) networking skill needs for business sustainability among trainees of Technical and Vocational Training Centers in the state.

Research Questions

In line with the specific objectives the research questions are as follows:

1. What are the operational skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?
2. What are the Accounting skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?
3. What are the managerial skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?
4. What are the technical skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?
5. What are the Marketing skills needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?
6. What are the networking skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

Research Hypotheses

The following research hypotheses were raised and to be tested at 0.05 level of significance

- HO₁:** There is no significant among the mean responses of respondents based on TVETCs on the Accounting skill needs for business sustainability in Bauchi state, Nigeria
- HO₂:** There is no significant among the mean responses of respondents based on TVETCs on the Operational skill needs for business sustainability in Bauchi state, Nigeria
- HO₃:** There is no significant among the mean responses of respondents based on TVETCs on the Managerial skill needs for business sustainability in Bauchi state, Nigeria
- HO₄:** There is no significant among the mean responses of respondents based on TVETCs on the Technical skill needs for business sustainability in Bauchi state, Nigeria

HO₅: There is no significant among the mean responses of respondents based on TVETCs on the Marketing skill needs for business sustainability s in Bauchi state, Nigeria

HO₆: There is no significant among the mean responses of respondents based on TVETCs on the Networking skill needs for business sustainability in Bauchi state, Nigeria

2. RESEARCH METHODOLOGY

A descriptive research design was adopted for this study. According to Ezeji (2004), a descriptive survey design is concerned with specifying the properties of educational and other phenomena. This design was considered appropriate because enabled the researcher to collect relevant information directly from the respondents by allowing them to express their views or opinions on the skill needs for business sustainability.

Population of the Study

The population for the study comprised of 87 instructors and 528 final year trainees in the four TVETCs in Bauchi state in trainees in 2019/2020 training season.

Table 1: Population for the Study

S/No	Training centers	Instructors	Trainees	Total
1	National Directorate of Employment	19	117	136
2	Bauchi State Commission for Youths Women Rehabilitation and Development	24	179	203
3	National Board for Technology Incubation Centre	21	128	149
4	Skills upgrading and vocational training centres	23	104	127
Total		87	528	615

Glenn (2009) recommended a sample size of 240 for population of 600 at Precision level of $\pm 5\%$ as seen in appendix I. To enable the researcher have adequate respondents, the sample was increased to 300 using proportionate sample technique of 0.488. This agreed with the decision of Douglass (2006) who suggested that a sample size has to be big enough to enable researcher detect the smallest variables. The sample for the study is as seen in Table 2

Table 2: Sample of the Study

S/No	Training centers	Instructors	Trainees	Total
1	National Directorate of Employment	9	56	65
2	Bauchi State Commission for Youths Women Rehabilitation and Development	12	90	102
3	National Board for Technology Incubation Centre	10	61	71
4	Skills upgrading and vocational training centres	11	51	62
Total		42	258	300

To give equal opportunity to the target population to participate in the study, a balloting random sampling technique was adopted. Those that pick yes were used as the sample for the study.

The instrument for data collection was structured questionnaire. The choice of questionnaire was based on suggestion of Gall and Borg (1996) who points out that, questionnaire is appropriate for study that involve collect information about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. They authors added that questionnaire have the added advantage of being less costly and using less time as instruments of data collection.

The instrument titled Business Sustainability Skills Needs (BSSN) was adopted questionnaire. This is in line with submission of Churchill (1979) who opined that a researcher can adopt instrument from the prior studies relevant current research. The Operational skills scale was adopted from Naidoo and Urban (2010), Accounting skills scale was adopted from Michael and Chigozie (2014), Managerial skills, technical skills, marketing skills and networking skills scale was adopted from Etonyeaku¹, Kanu, Ezeji¹ and Chukwuma (2014).

The section A of the instrument sought for the training centres of the respondents. Section B consist of 70 items structured four rating scale of very highly needed 4 points, highly needed 3 points, moderately needed 2 points and very moderately needed 1 point.

The instrument was subjected to content and face validity. To test the questionnaire validity, the researcher consulted 4 experts in business education and business administration who were given the specific objectives of the study and the questionnaire items to scrutinize and ascertain the its adequacy, relevance, spelling, grammar, suitability, clarity and comprehensibility. The contributions of the experts were integrated into the final copy before the pilot test. This is in accordance with Uzosike (2008) who stated that, face validity of the instrument that has been scrutinized by 3 experts is considered adequate and suitable for a study.

A pilot test was conducted at selected Technical and Vocational Training Centres in Gombe state. The choice of the state is because it is outside the study area but it has common characteristics with Bauchi state with regard to temperature, learning environment, cultural

values and norms. Thirty (30) students and 10 instructors were involved in the pilot stud. This is based on the suggestion of Connely (2008) who stated that extant literature suggests that a pilot sample should not be less than 10% of the sample projected for the larger parent study. Data collected from the study were coded into Statistical Package of Social Science which was used to determine the reliability of the instrument.

The researcher subject the data collected from pilot study using Cronbach's alpha. The choice of Cronbach's alpha was based on submission of Madiha and Walid (2016) who opined that Cronbach's alpha is a statistics used to measure the internal consistency of the questions in a questionnaire. A reliability coefficient of 0.81 was obtained. The instrument was considered reliable based on suggestion of Madiha and Walid (2016) who opined that if a coefficient is greater than or equal to 0.7, the instrument should be considered significant and reliable for the study.

In the first stage of data collection, the researcher collected introduction letter from the Head of Vocational and Technology Education (to be seen in Appendix III). The letter was used to introduce the researcher to the management of TVETCs visited. Three trained researcher assistants assist in the data collection. The research assistants were trained on how to handle the respondents to ensure that ethical considerations were observed. The researcher employed face-to-face method in the data collection. The method entailed handing copy of questionnaire to the respondent and being physically present as they complete it. This method is preferable because it afford a higher percentage return of properly completed questionnaires. At the end of the exercise, the researcher expressed appreciation to the respondents for their co-operation. The exercise last four three weeks.

The data collected were coded into Statistical Package of Social Science version (SPSS, 23).The package was used to run frequencies Table and percentages of the data collected from each of the4 training centres. Research questions were answered in Tables using descriptive statistics of weighted mean and grand mean. An interval scale adopted from Adamu and Mukthar (2018) was used as decision rule as presented in Table 3.

Table 3: Research Question Decision Rule

S/no	Interval scale	Remark	Abbreviation
1.	1.00 – 1.49	Very Highly Needed	VHN
2.	1.50 – 2.40	Highly Needed	HN
3.	2.50 – 3.49	Moderately Needed	MN
4.	3.50 – 4.00	Very moderately Needed	VMN

The SPSS was used to run Analysis of Variance (ANOVA) for the test of the null hypotheses at the 0.05 level of significance. In the analysis, where $P \geq \alpha$, the null hypothesis was rejected and on the other hand where $P \leq \alpha$, the null hypothesis was retained. All hypotheses were tested at .05 confidence level of significance.

3. RESULTS

The results of the research questions are as presented in Tables 4 to 9

Research Question One

What are the operational skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

The results of the 15 items used to answer research question one in Table 4 revealed the weighted mean scores ranged 1.65 to 3.67 (VHN to MN) with standard deviation values of 0.41 and 0.92. The grand mean score obtained stood at 2.78 which revealed that the operational skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria was high.

Table 4: Descriptive statistics used to determine the operational skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

QI	STATEMENT	MA	Std.div	Remark
1.	Ability to determine order requirement	2.88	0.72	HN
2.	Stock keeping abilities	2.99	0.75	HN
3.	Ability to formulate production specifications	2.46	0.61	MN
4.	Buying abilities	3.57	0.89	VHN
5.	Ability to perform material handling exercises	2.71	0.68	HN
6.	Ability to correctly schedule different orders	3.45	0.86	HN
7.	Ability to determine labour requirements	2.93	0.73	HN
8.	Ability to correctly determine lead times	3.67	0.92	VHN
9.	Ability to set up production forecasts	3.52	0.88	HN
10.	Ability to determine machinery and equipment requirements	2.47	0.62	MD
11.	Ability to satisfy customer due dates	2.81	0.70	HN
12.	Ability to develop new products	2.81	0.70	HN
13.	Ability to formulate manufacturing specifications	1.67	0.42	MN
14.	Ability to formulate production specifications	1.65	0.41	MN
15.	Ability to ensure customer satisfaction	1.87	0.47	MN

Grand mean	2.78	HN
-------------------	-------------	-----------

Source: Fieldwork 2020

Research Question Two

What are the Accounting skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

The results of the 15 questionnaire items used to answer the research question two in Table 5 revealed the minimum mean score of 2.12 and he maximum was 2.96 ranging moderately (MN) needed to highly needed (HN). The grand mean obtained stood 2.62 which indicated that TVETCs students highly need accounting skills at with standard deviation values of 0.41 and 0.92. The grand mean score obtained stood at 2.78 which mean that trainees of Technical and Vocational Training Centers in Bauchi state highly need accounting skills for business sustainability in Nigeria.

Table 5: Descriptive statistics used to determine the accounting skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

QI	STATEMENT	MA	Std.div	Remark
16.	Skill to keep reliable records	2.73	0.68	HN
17.	Ability to prepare simple ledger	2.54	0.64	HN
18.	Ability to demonstrate simple budgeting	2.12	0.53	MN
19.	Ability to keep daily cash payment receipts	2.26	0.56	MN
20.	Ability to keep all cash sales records	2.90	0.72	HN
21.	Ability to use basic accounting software	2.83	0.71	HN
22.	Ability to synthesize data	2.71	0.68	HN
23.	Ability to keep credit purchase records	2.70	0.68	HN
24.	Skill in keeping records of invoice	2.96	0.74	HN
25.	Ability to keep accurate accounting records	2.51	0.63	HN
26.	Skill to keep simple, easy to understand records	2.13	0.53	MN
27.	Ability to keep up-to-date credit sales records	2.86	0.72	HN
28.	Skill in preparing product way bills	2.58	0.65	HN

29. Inventory control skill	2.83	0.71	HN
30. Skill in financial management	2.37	0.59	MN
Grand mean	2.62		HN

Source: Fieldwork 2020

Research Question Three

What are the managerial skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

The results of the 10 questionnaire items used to answer the managerial skills needs of TVETCs in Table 6 revealed the mean scores of 2.41 to 3.33. The mean scores ranged moderately needed to highly needed. The grand mean score was 3.03. The grand mean score obtained suggested that the managerial need of students in Technical and Vocational Training Centers in Bauchi state was high.

Table 6: Descriptive statistics used to determine the managerial skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

QI	STATEMENT	MA	Std.div	Remark
31.	Adapting basic steps in setting up business	2.94	0.73	HN
32.	Planning and co-ordinating business resources	3.15	0.79	HN
33.	Taking decisions as at when due	3.03	0.76	HN
34.	Bringing in innovative ideas and changes in the business	3.33	0.83	HN
35.	Knowledge of human relations and communicative ability	3.02	0.76	HN
36.	Setting up appropriate business plans	2.93	0.73	HN
37.	Able to determine risks and risk management	2.41	0.60	MN
38.	Able to create, maintain and sustain customers	3.12	0.78	HN
39.	Able to appraise employees performance	2.89	0.72	HN
40.	Able to influence customers decision	3.29	0.82	HN
	Grand mean	3.03		HN

Source: Fieldwork 2020

Research Question Four

What are the technical skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

The results of the 10 items used to answer research question four in Table 7 revealed the weighted mean scores ranged 1.97 to 3.447 (MN to HN) with standard deviation values of 0.47 and 0.86. The grand mean score of 3.05 obtained was found to be under the index score of high need. It was therefore concluded that the technical skill needs of trainees of Technical and Vocational Training Centers in Bauchi state for business sustainability was high.

Table 7: Descriptive statistics used to determine the technical skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

QI	STATEMENT	MA	Std.div	Remark
41.	Operate office machines	2.95	0.74	HN
42.	Help others to learn needed skills and knowledge	1.97	0.49	MN
43.	Identify training needs and job information to help others	3.36	0.84	HN
44.	Demonstrate understanding and adaptability of changes	3.44	0.86	HN
45.	Exhibit self-confidence to select appropriate reproduction processes in collating/binding documents.	3.11	0.78	HN
46.	Proof-reading and preparing mailable documents.	3.19	0.80	HN
47.	Generate innovative ideas and new ways to disseminate information	3.29	0.82	HN
48.	Use different word processing packages/software	2.36	0.59	MN
49.	Manage materials and facility resources	3.16	0.79	HN
50.	Communicate ideas, thoughts, information and messages in form of letters, reports manuals etc	3.05	0.76	HN
Grand mean		3.05		HN

Source: Fieldwork 2020

Research Question Five

What are the Marketing skills needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

The result of the questionnaire items in Table 8 used to answer the research question revealed the minimum mean score of 1.90 (MN) and the maximum was 3.36 (HN). The grand

mean score of 2.99 obtained indicated that the marketing skills needs of business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state was high.

Table 8: Descriptive statistics used to determine the marketing skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

QI	STATEMENT	MA	Std.div	Remark
51.	Protect company name and resources from hackers	3.00	0.75	HN
52.	Segmenting the market according to customers' needs	3.36	0.84	HN
53.	Making goods and services available at the right place, price and with right communication	2.34	0.59	MN
54.	Identify the new trends in marketing environments	3.25	0.81	HN
55.	Identify the potential partners	3.07	0.77	HN
56.	Using social networking and direct marketing to market business products	3.17	0.79	HN
57.	Forecasting, estimation and marketing and information research	3.11	0.78	HN
58.	Determine and interpret competitors strength and weaknesses	1.90	0.47	MN
59.	Knowledge of capturing and retaining customers	3.03	0.76	HN
60.	Knowledge of seasonal fluctuations of goods in the market	3.16	0.79	HN
		2.99		HN

Source: Fieldwork 2020

Research Question Six

What are the networking skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria?

The result in Table 9 used to answer the research question six in Table 9 revealed the mean scores of 2.85 to 3.22 which were found to be under the index score of highly need. This is also found to be applicable with the grand mean of 3.02 obtained. The result shows that the networking skills needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

Table 9: Descriptive statistics used to determine the networking skill needs for business sustainability among trainees of Technical and Vocational Training Centers in Bauchi state

QI	STATEMENT	MA	Std.div	Remark
61.	Operate the computer	3.17	0.79	HN
62.	Create, format, save and print documents	3.21	0.80	HN
63.	Create a website	3.22	0.80	HN
64.	Access the internet through the use of mobile phones/telephone	2.54	0.51	HN
65.	Use scanning machines to send messages	2.85	0.71	HN
66.	Produce text documents	3.10	0.78	HN
67.	Browse and download information from the internet	2.98	0.75	HN
68.	Conference calls/video conferencing for staff meetings	3.11	0.78	HN
69.	Database Microsoft access for storage and administration of staff data	3.11	0.78	HN
70.	Spreadsheets like-Microsoft excel	3.09	0.77	HN
Grand mean		3.02		HN

Source: Fieldwork 2020

Results of Research Hypotheses

The results of the research hypotheses are as presented in Tables 10 to 15

Research Hypothesis One

There is no significant among the mean responses of respondents based on TVETCs on the Accounting skill needs for business sustainability in Bauchi state, Nigeria

The analysis of variance in Table 10 used to test the null hypothesis one revealed the F (3, 267) value of .331 and the *p-value* was .803. The obtained p-value was greater than the level of significance (.803>0.05). The result suggested that there was no significant difference among the mean responses of respondents based on TVETCs on the Accounting skill needs for business sustainability in Bauchi state, Nigeria. The hypothesis was upheld.

Table 10: Analysis of Variance on difference among mean responses of respondents based on TVETCs on the accounting skill needs for business sustainability

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.482	3	.161	.331	.803
Within Groups	129.732	267	.486		
Total	130.214	270			

Source: Fieldwork 2020

Research Hypothesis Two

There is no significant among the mean responses of respondents based on TVETCs on the Operational skill needs for business sustainability in Bauchi state, Nigeria.

The analysis of variance presented in Table 11 which was used to test the null hypothesis two disclosed the F (3, 267) value of .832. The *p-value stood at .477*. The obtained p-value was greater than the alpha value (.477>0.05). The analysis of variance indicated that no significant difference exist among the mean responses of respondents based on TVETCs on the Operational skill needs for business sustainability in Bauchi state, Nigeria. The null hypothesis was retained.

Table 11: Analysis of Variance on difference among mean responses of respondents based on TVETCs on operational skill needs for business sustainability

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.279	3	.426	.832	.477
Within Groups	136.890	267	.513		
Total	138.170	270			

Source: Fieldwork 2020

Research Hypothesis Three

There is no significant among the mean responses of respondents based on TVETCs on the Managerial skill needs for business sustainability in Bauchi state, Nigeria

The Analysis of variance used to test null hypothesis three is as presented in Table 12. From the Table, the F: (3, 267) was .351 and the *p=.789*. The result indicated that the probability value obtained was greater than the alpha value (.789>0.05). The result indicated that there was

no significant difference among the mean responses of respondents based on TVETCs on the Managerial skill needs for business sustainability in Bauchi state, Nigeria. The hypothesis was retained.

Table 12: Analysis of Variance on difference among mean responses of respondents based on TVETCs on managerial skill needs for business sustainability in Bauchi state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.545	3	.182	.351	.789
Within Groups	138.156	267	.517		
Total	138.701	270			

Source: Fieldwork 2020

Research Hypothesis Four

There is no significant among the mean responses of respondents based on TVETCs on the Technical skill needs for business sustainability in Bauchi state, Nigeria

Table 13 present the analysis of variance which was used to test null hypothesis four. From the Table, the F (3, 267) was .607 and the $p=.611$. - The obtained p-value (.611) was found to be greater than the alpha value (0.05). The result indicated that no significant difference exists among the mean responses of respondents based on TVETCs on the technical skill needs for business sustainability in Bauchi state, Nigeria. The hypothesis was upheld.

Table 13: Analysis of Variance on difference among mean responses of respondents based on TVETCs on technical skill needs for business sustainability in Bauchi state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.929	3	.310	.607	.611
Within Groups	136.127	267	.510		
Total	137.055	270			

Source: Fieldwork 2020

Research Hypothesis Five

There is no significant among the mean responses of respondents based on TVETCs on the Marketing skill needs for business sustainability s in Bauchi state, Nigeria

Table 14 present the analysis of variance which was used to test null hypothesis four. From the Table, the $F(3, 267)$ was $.548$; $p=.650$. The p-value obtained was found to be greater than the alpha value ($.650 > 0.05$). The result indicated that no significant difference exists among the mean responses of respondents based on TVETCs on the marketing skill needs for business sustainability in Bauchi state, Nigeria. The hypothesis was upheld.

Table 14: Analysis of Variance on difference among mean responses of respondents based on TVETCs on marketing skill needs for business sustainability in Bauchi state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.848	3	.283	.548	.650
Within Groups	137.853	267	.516		
Total	138.701	270			

Source: Fieldwork 2020

Research Hypothesis Six

There is no significant among the mean responses of respondents based on TVETCs on the Networking skill needs for business sustainability in Bauchi state, Nigeria

The analysis of variance presented in Table 15 was used to test the null hypothesis six. From the Table, the $F(3,267)$ was $.457$ and the $p=.713$. The p-value of $.713$ was greater than the alpha value of 0.05 . The analysis indicated that there was no significant among the mean responses of respondents based on TVETCs on the Networking skill needs for business sustainability in Bauchi state, Nigeria. The hypothesis was retained.

Table 15: Analysis of Variance on difference among mean responses of respondents based on TVETCs on networking skill needs for business sustainability in Bauchi state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.717	3	.239	.457	.713
Within Groups	139.659	267	.523		
Total	140.376	270			

Source: Fieldwork 2020

4. DISCUSSION OF THE FINDINGS

The result of research question one and test of null hypothesis suggested the accounting skill needs of the four groups of students were high. The finding of the study concurred with the earlier study of Osuala (2009) who the knowledge of fundamental accounting skills that are very imperative for sustainable business are lacking among proprietors of small scale business. The author maintained that non-possession of these fundamental accounting skills constitutes a problem such that, the chances of survival of the business are slim and the probability of imminent failure/collapse become high. Nwokike (2010) reveals that no business activity could be successfully operated without the assistance of the accounting skills. This is because procurement and spending of money are involved.

The result of research question two and test of null hypothesis suggested the accounting skill needs of the four groups of students were high. The finding of the study concurred with the earlier study of Osuala (2009) who maintained that the knowledge of fundamental accounting skills that are very imperative for sustainable business are lacking among proprietors of small scale business. The author maintained that non-possession of these fundamental accounting skills constitutes a problem such that, the chances of survival of the business are slim and the probability of imminent failure/collapse become high. Nwokike (2010) reveals that no business activity could be successfully operated without the assistance of the accounting skills. This is because procurement and spending of money are involved.

The study conducted by Onoh (2011) indicated that accounting skills such as skills in book-keeping, purchasing and supply, bargaining, determining labour costs, simple budgeting, keeping of accurate receipts, sales records skills in keeping reliable records, sourcing for market outlets, work in progress records, credit purchases, invoices, cheque payments, keeping customers' records and goods inventory. Michael and Chigozie (2014) study on accounting skills for sustainable development of small and medium scale enterprise in Taraba state of Nigeria revealed that accounting skills are required to enhance the economic status of their businesses. Okoye, Uniamikogbo and Adeusi (2017) conducted a study on Accounting Skills for Sustainable Entrepreneurial Development: A Study of selected Small and Medium Scale Enterprises in Edo State, Nigeria. The researchers revealed that accounting skills are needed to enhance their economic status and businesses performance and sustainability.

The result of research question three and test of null hypothesis disclosed that the managerial skill needs for business sustainability of trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria were high. The finding agreed with the study conducted by Akande (2011) who posits that for any Small and Medium scale Enterprises (SMEs) to be successful, owners of businesses must possess appropriate skills and abilities to run the business. To succeed in today's competitive market as an entrepreneur; one needs a broad array of entrepreneurial skills. The author argued that entrepreneurial skills are those qualities or attributes required for an entrepreneur to start and successfully manage a business in a competitive environment. Etonyeaku (2011) reported that managerial skills are needed for planning; decision making, human relationship, innovative changes, visionary leadership and ability to manage change The study conducted by Fiberesima and Rani (2012) on impact of

strategic management on business success of SMEs of Port Harcourt, Rivers State indicated that practice of strategic management or made no attempt and that strategic management was found to be positively related SMEs performance. Agbim (2013) identified the planning and budgeting skills; detecting changes; maintaining good customer relations and ensuring correct financial records as the managerial skills related to SMEs to be very essential for business growth. Etonyeaku, Kanu, Ezeji1 and Chukwuma (2014) reported that managerial, accounting, marketing, human relations, technical and information and communication technology skills are very essential for to run an enterprise successfully. Malachy, Yini and Ibrahim (2015) reported that, lack managerial skills in the areas of establishing goals, allocating resources, managing conflict, communication, measuring performance, taking action and self-control is the main factor behind poor performance of SSBs. Managerial level personnel are more adaptive and use social support constructively (Haque, Aston, & Kozlovski, 2018).

The result of research question four and test of corresponding null hypothesis revealed the technical skill needs of the four groups of respondents for business sustainability of trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria were high. The study of Obadara and Oyebolu (2013) on the impact of Technical and Vocational Education on Manpower Development in South-West Nigeria indicated that the trainee should be equipped with technical and vocational skills needed for business sustainability and self reliance. Shehu, et al. (2013) study on the relationship of owner/manager knowledge, competitive intensity, complexity of marketing, technical competence, firm size with the mediation of advisory services on the performance revealed that there was significant relationship between owner/manager knowledge and performance. The author added that most managers lack the basic skills for business growth. Etonyeaku, Kanu, Ezeji1 and Chukwuma (2014) posit that technical skills required for sustainability of business. The authors stressed that marketing skills are highly required for any effective enterprise.

The result of research question five and test of corresponding null hypothesis suggested that the marketing skills needs of the four groups of respondents for business sustainability of trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria were high. The outcome of the study is in line with the submission of Etonyeaku (2011) who reported that entrepreneurial skills are potentials required by workers through training, which ensures proficiency and competency in the performance of occupational tasks for economic benefits. Kamunge, et al. (2014) found that good keeping and adequate basic business management experience and skills were major contributors are essential skills needed for business sustainability. Other skills according to Pietro and Sekioua (2012) include technical knowledge, managerial skills, planning and market. Etonyeaku, Kanu, Ezeji1 and Chukwuma (2014) study on entrepreneurial skill needs required by secretarial education graduates of college of education for self sustainability in Enugu State shows entrepreneurial skill needs were required by the graduates for self sustainability.

The result of research question six indicated that the networking skill needs for business sustainability of trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria was high. The test of null hypothesis suggested that the opinions of the four groups of

respondents were the same. The result is in line with the study conducted by Etonyeaku, Kanu, Ezeji1 and Chukwuma (2014) revealed that ICT skills are required by secretarial education graduates to achieve success in business enterprise. These findings are corroborated by the findings in the worker of Abdulkadir (2013) which reported that, lack or absence of these skills affects graduates in embarking on any business venture. The entrepreneurial skills would enable the graduates to handle all types of documents for their customers and thereby meet their customers' satisfaction successfully.

5. CONCLUSION

The outcome of the study revealed the operational, accounting, managerial technical, marketing and networking skills needs for business sustainability of trainees of Technical and Vocational Training Centers in Bauchi state, Nigeria was high. This means that, the situation remain the same, the business sustainability of TVETCs students upon graduation will be hampered by inadequate requisite business sustainability skills. At long run business established by TVETCs will collapse and render them unemployed. Consequently, the time the amount of money invested in the training centres will not yield the desired objectives. By implication, the collapse of their business will rendered them unemployed which go a long way to increase the rate of unemployed youths in the country which will constitute threat to the nation. Based on the outcome of the study, it was recommended that trainees in TVETCs should be equipped with requisite skills needed for business sustainability (operational, accounting, management, marketing and computer networking skills) needed for business sustainability.

REFERENCES

- Abdalkrim, G. M. (2013). The impact of strategic planning activities on private sector organizations performance in Sudan: An empirical research. *International Journal of Business and Management*, 8, 134-143. doi:10.5539/ijbm.v8n10p134
- Abdulsaleh and Worthington (2013)
- Abdulsaleh, A. M., & Worthington, A. C. (2013). Small and medium-sized enterprises financing: A review of literature. *International Journal of Business and Management*, 8, 36-54. doi:10.5539/ijbm.v8n14p36
- Adamu, I. & Kabir, Y. (2019). Influence of Technical and Vocational Education Training Centers on Youths' Self-Reliance in Bauchi State, Nigeria. *Journal of Science, Technology and Education*. 7 (1) 264-275.
- Adamu, I. & Sani I. (2014). Influence of Business Education Curriculum in Colleges of Education on Students' Acquisition of Vocational and Entrepreneurial Skills for Self-reliance in Nigeria. *West African Journal of Education*, XXXIII (1), 36-45
- Adamu, I. & Sani I. (2017). Appraisal of the implementation of new senior secondary schools' curriculum in a time of mandatory entrepreneurial education in Bauchi state, Nigeria. *Ife Journal of Theory and Research in Education*., Ile-Ife18 (1) 10-18.

- Adamu, I. Saara, S. S. and Nasir, S. (2018). Influence of Technical and Vocational Education Training Centers on Youths Skills Empowerment in Bauchi State, Nigeria. *Technology Education Practitioners Association of Nigeria (ATEPAN)*.1 (3), 106-113
- Adebisi, J. F., & Gbegi, D. O. (2013). Effects of multiple taxations on the performance of small and medium scale business enterprises. (A study of West African Ceramics Ajeokuta, Kogi State). *Mediterranean Journal of Social Sciences*, 4, 324-334. doi:10.5901/mjss.2013.v4n6p323
- Akande, O.O (2011). Accounting skills as a performance actor for small business in Nigeria”, *Journal of Emerging Trends in Economics and management studies (JETEMs)*,2, (5), 34-41.
- Churchill, N. & Lewis V., (1979) "The Five Stages of Small Firm Growth" *Harvard Business Review*. From <http://www.jaabc.com/journalpreview.html>
- Connely, I. M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411–422.
- Etonyeaku, E. A. C. (2011). Quality Assurance for Youth Empowerment through Business Education for National Development, *Nigerian Vocational Journal*, 13(1).
- Etonyeaku, E.A.C., Kanu, J.A., Ezeji, H.A. and Chukwuma, J.N. (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. <http://dx.doi.org/10.4236/ajibm.2014.410065>
- Fiberesima, D. D., & Rani, N. S. A. (2012). Strategy management and business success. Paper presented at the European Journal of Business and Management International Conference on Industrial Engineering and Operations Management, Istanbul, Turkey.
- Gall, M. D. & Borg, W.R (1996). *Educational Research: An Introduction* (6thed.). White Plains, NY: Longman Publishers USA.
- Glenn, D. L. (2009). Determining sample size. Retrieved March 23, 2018, from <http://ledis.ifas.ufl.edu/>
- Haque, A. U., Aston, J., & Kozlovski, E. (2018), The impact of stressors on organisational commitment of managerial and non-managerial personnel in contrasting economies: Evidences from Canada and Pakistan, *International Journal of Business*, 23(2), 152-168.
- Kamunge, M.B., Njeru, A Tirimba O.I., (2014) Factors Affecting the Performance of Small and Micro Enterprises in Limuru Town Market of Kiambu County, Kenya *International Journal of Scientific and Research Publications*, 4 (12), 2250-3153

- Madiha, Z. and Walid K. (2016) The Causes of Tunisian SME Failure. *Arabian J Bus Manag Review* 6: 274.
- Michael, C. And Chigozie, K. A. (2014). Accounting Skills for Sustainable Development of Small and Medium Scale Enterprises in Taraba State of Nigeria, *International Journal of Education Learning and Development*, 2 (2), 39-49.
- Naidoo, R. (2010). The relevance of operational skills towards business sustainability: A focus on SMME manufacturers in the Vaal triangle region
- Nwokike, F.O. (2010). 'Accounting Education for Sustainable Entrepreneurship'. *International Technology Research Journal INTERJ*, 1(1) 43- 52.
- Obadara, O. and Oyebolu , S.O. (2013). Impact of Technical and Vocational Education on Manpower Development in South-West Nigeria. *Mediterranean Journal of Social Sciences*, 4 (3), 409 -413.
- Okoye, E., Uniamikogbo, E. and Adeusi, A. S. (2017). Accounting skills for sustainable entrepreneurial development: a study of selected small and medium scale enterprises in Edo state, Nigeria. Paper presented at the 2017 International Conference on African Entrepreneurship and Innovation for Sustainable Development (AEISD)
- Okpara, J. O. (2011). Factors constraining the growth and survival of SME in Nigeria: Implications for poverty alleviation. *Management Research Review*, 34, 156-171. doi:10.1108/01409171111102786
- Onoh, E.C. (2011). Basic Accounting Skills Needed by self-Employed Building craftsmen Through Entrepreneurship Education. *International Technology Research Journal*, 2(1),41.48.
- Osuala, E. C. (2009). *Principles and practice of small business management in Nigeria*. Enugu: Cheston Agency Ltd.
- Pietro, C. V. and Sekioua, S. (2012), Bank Financing to Small and Medium Enterprises In East Africa: Findings of A Survey in Kenya, Tanzania, Uganda and Zambia, Working Paper Series No. 146, African Development Bank, Tunis, Tunisia
- Shehu, A. M., Aminu, I., Kamariah, N., Mat, N., & Nasiru, A. (2013). The mediating effect between some determinants of SME performance in Nigeria. *Journal of Management*, 3(4), 237-242.
- Uzosike, C. (2008). *A study of the relationship between consumer behaviours and acquisition of household equipment: Implication for teaching Home Management in senior secondary schools*.