STUDENTS' GENDER AS PREDICTOR TO THEIR ENTREPRENEURIAL SKILLS IN BUSINESS ENTERPRISE IN SOUTH EAST TERTIARY INSTITUTIONS OF NIGERIA

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Abstract
The study examined students' gender as predictor to their entrepreneurial skills in business enterprise in south east tertiary institutions of Nigeria. The study practically adopted a correlation research design which also involved simple and multiple linear methods using relational/predicting approach. Purposive, cluster, disproportionate and simple random sampling techniques were involved to draw out a sample size of 3000. Data were collected via primary source through the use of a questionnaire and a rating scale. The rating scale was validated by specialists and experts in research methodology and was subjected to reliability analysis which gave an index of 0.81 using Cronbach alpha statistics. Data collection covered an uninterrupted period of 30 days after which the collected data were organized and presented in tables for analyses. Simple Linear Regression and Multiple Linear Regression statistics and their associated test statistics such as t-test of significance of simple linear correlation and One-Way Analysis of Variance (ANOVA) F-test were involved for the analysis. Among others, the findings were that students' gender is a significant predictor to their business management skills in business enterprise; and that students' gender is a significant predictor to their technical, accounting and ICT compliance skills in business enterprise. The researchers recommended among others that

before policies or decision are taken concerning students' entrepreneurial skills in business enterprise, their gender should be considered.

Keywords: Gender, Entrepreneurial Skills, and Business Enterprise

Introduction

Education generally, is a social process that helps to maintain a dynamic society since the creation of human beings. It is the process involved in teaching, training and learning. It is an instrument for change and development. It is the springboard to socio-economic growth and development of every nation. It prepares an individual to live in a dynamic or constantly changing society and contributes to such changes and constantly advance the survival, growth and development of the society (Nwoye, 2013; Nwaham, 2010). Formally, the business of education is carried out through three major levels, namely: primary, secondary and tertiary.

Major tertiary institutions of learning in Nigeria comprise all higher institutions such as colleges of education, polytechnics and universities. They are vested with the responsibility of providing skilled and high-level workforce for the economy. Tertiary institutions are expected to be geared towards producing graduates who are significantly relevant to the society and economy at large. These graduates should be able to make use of their knowledge and skills acquired to alter and shape the environment while creating jobs that will empower others. The realization of the above responsibility places entrepreneurship education at the center, and the rationale behind the objectives is linked to the inability of graduates to stand on their own and be self employed after school. This could also be seen in the high rate of unemployment among tertiary institution graduates. Unemployment and unemployable graduates have become a serious challenge to tertiary institution educators and the Nigerian government (Aladejebi, 2018). This is an unfortunate situation as most youths who are supposed to be productive and active members of the society become beggars, moving from one part of the town, state and country to another in search of greener pastures for which they are ill prepared and equipped for. Some of the graduates have ventured into cyber crime and other vices which do not portray a good image for the country. Adegbenjo (2012) is of the view that this phenomenon constitutes a waste of resources in the manpower development of this nation. The author further stated that the type of education that is needed for self employment and national development has changed to include general reasoning, creative problem solving and behavioural skills as well as positive cognitive styles as against the narrow cognitive and occupational skills sought in more directed work environment. This need explains why the Nigerian government stipulated in the national policy on education, the acquisition of appropriate skills, abilities and competencies; both mental and physical, as a pre-requisite for the individual to live in and contribute to the development of the society (Federal Republic of Nigeria, FRN, 2013).

Worried by the high rate of graduate unemployment which has been put at 1.8 million annually, the Presidency had in 2005, directed all higher educational institutions in Nigeria to include in its curriculum of studies, Entrepreneurship Education (EE) as a compulsory course for all students with effect from the 2007/2008 academic session irrespective of students' areas of study (Esene, 2015). Entrepreneurship education, therefore, becomes imperative to help equip students with employable entrepreneurial

skills needed for self reliance, productive and functional life. Entrepreneurship Education (EE) according to Hernández-Sánchez, Sánchez-García and Mayens (2019) and Onu (2006) is the type of education which provides learners with the basic knowledge, skills, attitude, and ideas for self reliance. In other words, entrepreneurship education through the inculcation of entrepreneurial skills, should make recipients proficient in career related areas and so launch them into the business world with a view to overcoming the problem of unemployment and over-dependency on white-collar jobs. Akunnaya (2012) defines entrepreneurship skills as those skills that will enable the individual to maximise the resources around him within the limits of his capabilities. If the ability of individuals to utilize resources around them is tied to their capacity, there is a need to build and enhance capacity towards resource utilization for job and wealth creation. Entrepreneurship education is an inevitable tool for this capacity building. There is need to match resource utilization with appropriate knowledge through entrepreneurship education. Entrepreneurship education can be a catalyst for wealth creation, poverty reduction, ensuring social-economic empowerment, self sustenance and national development.

Entrepreneurship education among students will increase entrepreneurship intentions. Students can then set up their businesses after their education. Tertiary institutions are expected to take the centre stage in the process of continuous development of entrepreneurship in a Nation, to generate employment, and improve the economic development (Aladejebi, 2018; Fatoki & Oni, 2014). Job creation will be enhanced by quality entrepreneurship education which will invariably reduce unemployment, poverty and social vices in Nigeria (Duru, 2019; Maina, 2013). Acquisition of entrepreneurial abilities and skills, therefore, is a gateway to employment in view of volatile economic realities. This will help to run productive business enterprise.

Skill does not depend solely upon a person's fundamental, innate capacities but must be developed through the training, practice and experience an individual acquired. Skill according to Ejiogu (2018) is the art of possessing the ability, power, authority, or competency etc. to do the task required of an individual on the job. Two fundamental issues are used when a skill is to be acquired. According to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. However, when an individual set out to learn a new skill, he usually starts with a communicable programme of instruction. Good learners do not jump into an operation without first receiving the necessary verbal instruction. Thus, the instruction given in bits, units, modules in stages, perhaps must be fused together to form a skilled performance.

Entrepreneurial skills according to Oduma (2012) are those vocational and non-vocational skills possessed by an individual through some practical training and processes to ensure continuous availability of wealth creation and productive enterprise. Entrepreneurial skills provide individuals and entrepreneurs with learning experiences needed to enhance their individual contribution to their entrepreneurial goal (Teshome, 2014; Uche, 2010). It is therefore pertinent that some entrepreneurial skills are required to be possessed by students as they are in school and after graduation.

There are many processes of acquisition and development in achieving entrepreneurial skills. Okoro and Ursula (2012:24) explained and outlined the four main stages of acquisition and development of entrepreneurial skills to include: (a) analyse and identify the current and foreseeable skill needs to business, in terms of management, administrative and technical skills and relative importance of these; (b) identify the

entrepreneur's own personal goals, objectives and analyse and evaluate his/her own skills and resources in relation to these; (c) produce a realistic personal development plan for the potential entrepreneur; and (d) monitor on-going performance on follow-up of the entrepreneur once the business has started and progress made towards developing the new skills that had been previously identified as necessary for the success of the business. Ebele (2012) also listed the following as skills required in entrepreneurship:

> Technical Skills: include writing, oral communication, monitoring environment, technical business management, technology, interpersonal, listening, ability to recognize, network building, management style, coaching and being a team player. Business Management Skills: include planning and goal setting, decision making, human relationship, marketing, finance, accounting, management, control, negotiation, venture, launch and managing growth. Personal Entrepreneurial Skills: include inner control discipline, risk taking, innovative, change oriented, persistent visionary leader and the ability to manage change. However, this involves the personal needs of the entrepreneur as well as helping employees in new skills development which will be of immense benefit to the business (p.34).

Entrepreneurial skills very much needed by the entrepreneurs include: human relations skills, technical skills, conceptual skills, decision-making skills, problem-solving skills, employability skills, high productivity skills, self-esteem etc (Oduma, 2012). Others include leadership, creativity, marketing, time management, negotiation, self-motivation, accounting and interpersonal skills. The acquisition of these entrepreneurial skills enables one to find and evaluate business opportunities, gather the necessary resources, initiate appropriate actions to ensure success and implement actions to take advantage of the opportunities for rewarding outcome. Through entrepreneurial skill development, opportunities for knowledge and abilities of individuals and groups to assume the role of entrepreneurs as well as efforts to remove all forms of barriers in the industrial and commercial development of any nation will be a reality. Alabi, Alanana and Bahal (2014:37) stated that "entrepreneurial skills and attitudes provide benefits to the society even beyond their application to business activity". They further stated that personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their responsibilities and in their daily existence irrespective of their gender denomination.

Gender disparity and equity has been a topic of discussion in recent times. Most developing and developed countries in the world today tend to promote gender equality. Gender refers to the social construct of being male or female. It is a set of characteristics distinguishing between males and females, particularly in the case of man and woman which, depending on the context, may vary from sex to social role to gender identity (Bland, 2013). Gender is a broad social analytical concept which draws out women's roles and responsibilities in relation to those of men. Gender and sex are related because they perform similar functions of categorizing people into male and female though gender differs because it deals more with socio-cultural classification of women and men. This classification is based on societal norms and values that define the roles men and women should play in society. Gender roles are quite different from sex roles. Sex refers to

biological differences between male and female evidenced by the appearance of genitals (Okeke, 2007; Booth & Brinkerhoof, 2013). They cannot be changed, meaning that it is hereditary. Gender roles on the other hand are determined by the society, which assign different responsibilities to men and women. Gender roles can therefore be changed and vary overtime from community to community. From the researchers' view, gender roles are roles which society assigns to a man or woman in accordance with the culture and tradition of that society.

For a long time, gender was listed by researchers as one of the factors that influenced the abilities and development capabilities of a person (Gupta, Sharma & Gupta, 2012). Hence, there has been a lot of debate on whether gender really affects a person's capabilities and skills. Some researchers believed that males often out-perform their female counterparts in most business related areas, while some conclude the other way round (Abubakar & Oguguo, 2011). But current trends show that the gap that once existed between genders is fast closing (Abubakar & Bada, 2012). This suggests that women are getting more exposure to societal activities more than ever.

The arbitrary assigning of roles and expectations to different sexes (male and female) within the society has given rise to such misconception of perceiving some tasks as masculine and of male domain only. Oludipe (2012) observed that in Nigeria that certain vocations and professions have traditionally been regarded as men's (Medicine, engineering, architecture and business enterprise) and others as women's (nursing, catering and typing). The society's socio-cultural construct of females as weaker sex together with some females' self perception of themselves as weaker sex, inferior and subordinate to the males have imposed some socio-cultural limitations on female aspirations and enterprise achievement (Ojobo, 2008). Similarly, Nzewi (2010) inferred that the socio-cultural upbringing of females within most Nigerian homes tends to shape the girl-child away from risk taking business enterprise and other related line of work. For instance, in most homes what are regarded as complex and difficult tasks are allocated to boys whereas girls are expected to handle the relatively easy and less demanding tasks.

Therefore, the issue of gender and students' entrepreneurial abilities is not yet known and may be inconclusive if any. While there are some views that male students perform better than females in entrepreneurial tasks, others disagree with this view, arguing that performance is a factor dependent on several other factors such as socio- economic background, cognitive ability, type of exposure among others. Therefore, one sees that the issue of gender has not yet been resolved particularly in relation to students' entrepreneurial abilities.

Empirically, Aladejebi (2018) study reveal that the behavioral component of the students' attitude toward entrepreneurship education was positive. Many of the students enjoyed entrepreneurship education. Similarly, Ndala (2018) results indicate that there is a significant effect of educating students in entrepreneurship and this effect is on their intentions to become entrepreneurs in HEIs in Blantyre District. Also, Sunday and Osaat (2013) findings showed that students' perception of the entrepreneurial skills they acquired and the extent they can apply it is positive even though they confessed that most of the entrepreneurial skills cannot be applied because of the problems they encountered among which is the course being made more of theory than practice and lack of financial assistance to enable them visit firms and industries. However, Ezeani, Ifeonyemetalu and Ezemoyih (2012) finding revealed that management skills are required for successful operation of a business enterprise irrespective of gender denomination. Tijani, Oyeniyi and Ogunyomi

(2012) results revealed that technical entrepreneurial skills generate employment in Small and Medium Scales Enterprises in Nigeria and thus are possessed by the respondents but influenced by their gender. Onyesom and Okolocha (2014) results showed that financial management sub-skills are highly required for effective entrepreneurial development by students no matter their gender category. Also, Ezeani (2012) identified important sales and marketing skills, which the entrepreneur should possess to include: Knowledge of seasonal fluctuation of goods; ability to determine the extent to which products will sell; familiarity with various aspects of sales and salesmanship; ability to budget and forecast etc. Teachers from Imo State secondary schools therefore possess the above skills. Ezeani, Ifeonyemetalu and Ezemoyih (2012) finding revealed that 8 accounting skills are required by business oriented people for successful operation of a business enterprise and that possession of these skills is slightly affected by their gender. Lastly, Ogundele, Akingbade and Akinlabi (2012) findings revealed that youth empowerment are influenced by their acquired technical skill considering their gender. There are past researches that focused on entrepreneurial skills and entrepreneurship education, many of such researches however used different designs, different sample size and sampling techniques, different instruments and different statistics for data analysis. The identified lacks of the past researches justify the essence of this present research. To the best knowledge of the researchers, no known study was conducted on how students' gender could predict their entrepreneurial skills in business enterprise in south east tertiary institutions of Nigeria. This gap is what the study intends to fill.

A high rate of unemployment among male and female undergraduates and graduates in Nigeria has negatively affected the economy. They look for jobs after graduating but there are only a few opportunities and most of these job opportunities are snatched off by those in high positions where close relatives and friends who may not be the most qualified are employed, leaving the deserving most qualified graduates out of the system. The period of graduates irrespective of their gender picking up their certificates and wandering the streets seeking for white collar jobs that are no longer available is fast becoming a thing of the past and Nigeria must recognize and adopt measures to embrace this while recognizing and proffering solutions to the unemployment challenges in the society. In the developed countries, gender is no longer a barrier to creativity and business-like tasks; hence, what matters is the potentialities, skills and abilities of the person. The researchers are agitated to ask: could students' gender predict their entrepreneurial skills in business enterprise in south east tertiary institutions of Nigeria? The answer to the above question will be provided by this research.

The general objective of this study was to ascertain if students' gender could predict their entrepreneurial skills in business enterprise in south east tertiary institutions of Nigeria. Specifically, the study was carried out to achieve the following objectives:

1. to determine the magnitude of relationship between students' gender and their business management skills in business enterprise,
2. to ascertain the degree of relationship between students' gender and their technical skills in business enterprise,
3. to establish the amount of relationship between students' gender and their marketing skills in business enterprise,
4. to establish the level of relationship between students' gender and their accounting skills in business enterprise,

5. to determine the extent of relationship between students' gender and their financial management skills in business enterprise,
6. to establish the amount of relationship between students' gender and their ICT compliance skills in business enterprise, and
7. to determine the collective multiple coefficient of correlation among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise.

This study answered the following questions:

1. What is the magnitude of relationship between students' gender and their business management skills in business enterprise?
2. What is the degree of relationship between students' gender and their technical skills in business enterprise?
3. What is the amount of relationship between students' gender and their marketing skills in business enterprise?
4. What is the level of relationship between students' gender and their accounting skills in business enterprise?
5. What is the extent of relationship between students' gender and their financial management skills in business enterprise?
6. What is the amount of relationship between students' gender and their ICT compliance skills in business enterprise?
7. What is the collective multiple coefficient of correlation among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise?

The following null hypotheses were formulated and tested at 0.05 level of significance.

Ho_1: There is no significant relationship between students' gender and their business management skills in business enterprise.

Ho_2: There is no significant relationship between students' gender and their technical skills in business enterprise.

Ho_3: The relationship between students' gender and their marketing skills in business enterprise is not significant.

Ho_4: The relationship between students' gender and their accounting skills in business enterprise is not significant.

Ho_5: There is no significant relationship between students' gender and their financial management skills in business enterprise.

Ho_6: There is no significant relationship between students' gender and their ICT compliance skills in business enterprise.

Ho_7: The collective multiple coefficient of correlation among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise is not significant.

Method

The study practically adopted a correlation research design which also involved simple and multiple linear methods using relational/predicting approach. The participants for this study were undergraduate students of the federal owned universities in South-East

Nigeria. Purposive, cluster, disproportionate and simple random sampling techniques were involved to draw out a sample size of 3000. Data were collected via primary source through the use of a questionnaire and a rating scale. The rating scale was adopted from Ukozor and Amaechi (2017). The questionnaire was used to measure the gender composition of the students and was attached to the rating scale, while the rating scale was used to measure the skills and abilities of the students in entrepreneurial enterprises. The rating scale was validated by specialists and experts in research methodology and was subjected to reliability analysis which gave an index of 0.81 using Cronbach alpha statistics. Simple Linear Regression and Multiple Linear Regression statistics and their associated test statistics such as t-test of significance of simple linear correlation and One-Way Analysis of Variance (ANOVA) F-test were involved for the analysis.

Results

Table 1: Data on the magnitude of relationship between students' gender and their business management skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.032[a]	.001	.001	5.889
a. Predictors: (Constant), Gender				

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.060	.190		184.565	.000
	Gender	.403	.230	.032	1.749	.080
a. Dependent Variable: business management skills						

On table 1, a simple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship between students' gender and their business management skills in business enterprise. The result shows that with a coefficient of .032, the prediction equation model is given as y=35.060+.403(gender). The t-statistic for the slope was not significant at the .05 critical alpha level, $t(2998)=1.749$, p=.080. Thus, we accept the null hypothesis and conclude that there was a positive and non-significant relationship between students' gender and their business management skills in business enterprise. Furthermore, 1% of the variability in students' business management skills could be explained by their gender.

Table 2: Data on the magnitude of relationship between students' gender and their technical skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311[a]	.096	.096	6.259
a. Predictors: (Constant), Gender				

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.173	.202		149.435	.000
	Gender	4.382	.245	.311	17.892	.000
a. Dependent Variable: technical skills						

On table 2, a simple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship between students' gender and their technical skills in business enterprise. The result shows that with a coefficient of .311, the prediction equation model is given as y=30.173+4.382(gender). The t-statistic for the slope was significant at the .05 critical alpha level, t(2998)=17.892, p=.000. Thus, we reject the null hypothesis and conclude that there was a positive significant relationship between students' gender and their technical skills in students' business enterprise. Furthermore, 9.6% of the variability in technical skills could be explained by their gender.

Table 3: Data on the magnitude of relationship between students' gender and their marketing skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.003[a]	.000	.000	4.314
a. Predictors: (Constant), Gender				

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.043	.139		194.313	.000
	Gender	.032	.169	.003	.189	.850
a. Dependent Variable: marketing skills						

On table 3, a simple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship between students' gender and their marketing skills in business enterprise. The result shows that with a coefficient of .003, the prediction equation model is given as y=27.043+0.032(gender). The t-statistic for the slope was not significant at the .05 critical alpha level, t(2998)=.189, p=.850. Thus, we accept the null hypothesis and conclude that there was a positive and non-significant relationship between students' gender and their marketing skills in business enterprise. Furthermore, gender cannot predict students' marketing skills in business enterprise.

Table 4: Data on the magnitude of relationship between students' gender and their accounting skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.040ᵃ	.002	.001	4.677

a. Predictors: (Constant), Gender

Coefficientsᵃ					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.889	.151		231.235	.000
	Gender	.406	.183	.040	2.219	.027

a. Dependent Variable: accounting skills

On table 4, a simple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship between students' gender and their accounting skills in business enterprise. The result shows that with a coefficient of .040, the prediction equation model is given as y=34.889+0.406(gender). The t-statistic for the slope was significant at the .05 critical alpha level, t(2998)=2.219, p=.027. Thus, we reject the null hypothesis and conclude that there was a positive significant relationship between students' gender and their accounting skills in business enterprise. Furthermore, 0.2% of the variability in students' accounting skills could be explained by their gender.

Table 5: Data on the magnitude of relationship between students' gender and their financial management skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.003ᵃ	.000	.000	3.504

a. Predictors: (Constant), Gender

Coefficientsᵃ					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.292	.113		144.144	.000
	Gender	.025	.137	.003	.185	.853

a. Dependent Variable: financial management skills

On table 5, a simple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship between students' gender and their financial management skills in business enterprise. The result shows that with a coefficient of .003, the prediction equation model is given as $y=16.292+0.0256(gender)$. The t-statistic for the slope was significant at the .05 critical alpha level, $t(2998)=.185$, $p=.853$. Thus, we accept the null hypothesis and conclude that there was a positive and non-significant relationship between students' gender and their financial management skills in business enterprise.

Table 6: Data on the magnitude of relationship between students' gender and their ICT compliance skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.224ᵃ	.050	.050	5.269

a. Predictors: (Constant), Gender

Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.644	.170		139.122	.000
	Gender	2.598	.206	.224	12.601	.000

a. Dependent Variable: ICT compliance skills

On table 6, a simple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship between students' gender and their ICT compliance skills in business enterprise. The result shows that with a coefficient of .224, the prediction equation model is given as $y=23.644+2.598(gender)$. The t-statistic for the slope was significant at the .05 critical alpha level, $t(2998)=12.601$, $p=.000$. Thus, we reject the null hypothesis and conclude that there was a positive significant relationship between students' gender and their ICT compliance skills in business enterprise. Furthermore, 5% of the variability in students' ICT compliance skills could be explained by their gender.

Table 7: Data on the magnitude of relationship among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.346ᵃ	.119	.118	.438

a. Predictors: (Constant), ICT compliance skills,
business management skills, marketing skills ,
technical skills , financial management skills,
accounting skills

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.006	6	13.001	67.655	.000ᵇ
	Residual	575.154	2993	.192		
	Total	653.160	2999			

a. Dependent Variable: Gender
b. Predictors: (Constant), ICT compliance skills, business management
skills, marketing skills , technical skills , financial management skills,
accounting skills

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.170	.089		-1.920	.055
	business management skills	.003	.002	.037	1.693	.091
	technical skills	.020	.001	.279	15.092	.000
	marketing skills	-.002	.002	-.020	-1.134	.257
	accounting skills	.001	.002	.009	.449	.653
	financial management skills	-.012	.003	-.089	-4.540	.000
	ICT compliance skills	.012	.002	.141	7.672	.000

a. Dependent Variable: Gender

On table 7, a multiple linear regression was performed on 3000 of students' response of data to predict if there was a significant relationship among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise. The result shows that with a coefficient of .346, the prediction equation model is given as x= -0.170+0.003(business management skills)+0.020(technical skills)-0.002(marketing

skills)-0.001(accounting skills)-0.012(financial management skills)+0.012(ICT compliance skills). The t-statistic for the slope was significant at the .05 critical alpha level, F(6:2993)=67.655, p=.000. Thus, we reject the null hypothesis and conclude that there was a positive significant relationship among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise. Furthermore, 11.9% of the variability in students' entrepreneurial skills could be explained by their gender.

Discussion of Findings

It was revealed in this study that there was a positive and non-significant relationship between students' gender and their business management skills in business enterprise. This finding indicates that in business enterprise, students' gender has nothing much to do with their business management skills. This is because one cannot predict a successful or less successful person in terms of business management considering the gender. In line with this finding, Ezeani, Ifeonyemetalu and Ezemoyih (2012) revealed that management skills are required for successful operation of a business enterprise irrespective of gender denomination. The similarity recorded among the findings could be attributed to the role of gender in the study.

The study also revealed that there was a positive significant relationship between students' gender and their technical skills in students' business enterprise. This shows that students' gender influences technical skills in business enterprise. This finding is in accordance with Tijani, Oyeniyi and Ogunyomi (2012) results which revealed that technical entrepreneurial skills generate employment in Small and Medium Scales Enterprises in Nigeria and thus are possessed by the respondents but influenced by their gender.

Also, the study found that there was a positive and non-significant relationship between students' gender and their marketing skills in business enterprise. This finding is an indication that gender plays no significant role in students' marketing skills for business enterprise. This finding conforms with Ezeani (2012) study which identified important sales and marketing skills, which the entrepreneur should possess to include: Knowledge of seasonal fluctuation of goods; ability to determine the extent to which products will sell; familiarity with various aspects of sales and salesmanship; ability to budget and forecast etc. In this finding, gender has no influence on the above marketing skills.

The study also revealed that there was a positive significant relationship between students' gender and their accounting skills in business enterprise. This finding means that gender plays a significant role in predicting students' accounting skills for a successful business enterprise. This finding is in consonance with Ezeani, Ifeonyemetalu and Ezemoyih (2012) finding which revealed that 8 accounting skills are required by business oriented people for successful operation of a business enterprise and that possession of these skills is slightly affected by their gender.

The study also revealed that there was a positive and non-significant relationship between students' gender and their financial management skills in business enterprise. This is true because being a successful financial manager in any business enterprise is not dependent on the gender denomination of the person, rather on the person's ability to engage in financial management activities. This finding is in line with Onyesom and Okolocha (2014) results which showed that financial management sub-skills are highly

required for effective entrepreneurial development by students no matter their gender category.

The study also revealed that there was a positive significant relationship between students' gender and their ICT compliance skills in business enterprise. Furthermore, 5% of the variability in students' ICT compliance skills could be explained by their gender. This finding is true because most of the activities that involve ICT are dominated more by male folk unlike the female folk. This could have influence students' ICT compliance skills when it comes to business enterprise. This finding is in agreement with Ogundele, Akingbade and Akinlabi (2012) findings which revealed that youth empowerment are influenced by their acquired technical skill considering their gender.

On the overall, the study finally revealed that there was a positive significant relationship among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise. Furthermore, 11.9% of the variability in students' entrepreneurial skills could be explained by their gender. This shows that some entrepreneurial skills are significantly predicted by gender. That is to say that gender plays a tangible role in predicting success in a particular entrepreneurial endeavour when it has to do with business enterprise.

Conclusion

The study has successfully examined students' gender as predictor to their entrepreneurial skills in business enterprise in south east tertiary institutions of Nigeria. From the findings, it can be concluded that there was a positive significant relationship among students' gender, their business management skills, technical skills, marketing skills, accounting skills, financial management skills and ICT compliance skills in business enterprise. Furthermore, 11.9% of the variability in students' entrepreneurial skills could be explained by their gender. Hence, students' gender is a significant predictor to their entrepreneurial skills in business enterprise in south east tertiary institutions of Nigeria.

Recommendations

Based on the findings of this study, it is therefore recommended that:

1. Before policies or decision are taken concerning students' entrepreneurial skills in business enterprise, their gender should be considered.
2. Female folk should be encouraged by parents to engage in technical skills in order to be successful in business enterprise.
3. Both genders should concomitantly indulge in accounting skills that could improve their entrepreneurial skills for a successful business enterprise. This can be done by engaging in accounting workshops that is tailored towards improving accounting skill in business enterprise.
4. The government should encourage female students to engage in ICT skills through conferences, workshops and other enlightenment campaigns that is aimed at promoting the use of ICT in business.

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