

Effect of Entrepreneurial Skills Development on Employee Career Goal: Study of University of Benin Non-Academic Staff

Nwosu Ndubuisi Levi, PhD¹, Okebaram Sunny M., PhD², Emerole Ahamefula Gideon, PhD³

Department of Business Administration^{1,2,3}

Michael Okpara University of Agriculture, Umudike^{1,2,3}

ABSTRACT: *In developing countries such as Nigeria, which Edo State is not an exception; the economic landscape is changing, with a move from foreign direct investment to self-employment and entrepreneurship. This is seen or observed by the increase in the number of individuals considering self-employment, as a career option because of the high rate of unemployment in these economies. The broad objective of the study was to examine the effects of entrepreneurial skills development on employee career goal (study of University of Benin (UNIBEN) Non-Academic Staff. There is no significant relationship between human relations skill and employees career goal of UNIBEN. Investment-driven skill has no significant effect on employee career goal of UNIBEN. Interpersonal skill has no significant effect on employee career goal of UNIBEN. The study used Taro Yamane's method to determined sample size of non-academic staff of the university. The findings from the results show that human relation skills have a strong relationship with the employee career goal, as the result was positive and statistically significant at 1% level. The findings also reveal that investment-driven skills have a great effect on the employee career goal, as the result revealed that investment-driven skill was positive and statistically significant at 1% level. Furthermore, the findings from the simple regression indicate that interpersonal skills affect employee career goal positively and at a statistical significance of 1% level.*

Based on the findings of the research, the following recommendations were suggested by the researcher.

The non-academic staff of Nigerian universities should be encouraged to actively develop their entrepreneurial skill in order to achieve their career goal.

The authorities of UNIBEN and Nigerian universities at large should ensure that their non-academic staff have good working conditions, with improved salary packages and improvement in their labour relations, which will in turn enable the employees achieve their career goal.

KEYWORDS: *Entrepreneurial development, inter-personal skills, investment driven skill, Career goals.*

I. Background of the study

In developing countries such as Nigeria, which Edo State is not an exception, the economic landscape is changing, with a move from foreign direct investment to self-employment and entrepreneurship. (Njoroge and Gathungu, 2013). This is seen or observed by the increase in the number of individuals considering self-employment, as a career option because of the high rate of unemployment in these economies. Since the middle of 2000s, the question of skills as a support to career goal has been approached by researcher in entrepreneurship (Leger-darniou and Saporta, 2006). It wins a big importance in the field of entrepreneurship (Bruyat, 2001). However, in the acquisition of entrepreneurial skills development, the major elements that came to limelight are interpersonal skills, human relation skills, investment-driven skills, recording skills etc (Chirantan, 2014). Consequently, there are other numerous entrepreneurial skills development which an entrepreneur needs to acquire in order to function effectively like financial accounting, forecasting, value added to the product as it passed from one stage to another (Hynes and Richardson, 2007). Furthermore, acquiring the skills become imperative, because of the

economic realities in the country (Nigeria) which UNIBEN non-academic staff in Edo State are not exempted, for instance, investment-driven skills, human relation skills etc. However, entrepreneurial skill development is the manifest ability and willingness of individuals, on their own, in teams, within and outside existing organisations, to: perceive and create new economic opportunities (new products, new production methods, new organisational schemes and new product market combinations) and to introduce their ideas in the market, in the face of uncertainty and other obstacles, by making decisions on location, form and the use of resources and institutions (Ogundele, 2007). Entrepreneurial skill development provides option for self-employment. Small businesses constitute a vital source of self-employment for those who find it difficult to obtain paid employment and as well as those who are in the paid job, but also want to be self sufficient of which the non academic staff of UNIBEN are no exemption (Wambugu, 2005). This advantage is particularly obvious in Nigeria and other allying economics which have witnessed employment squeeze in the public and private sectors of the economy.

It is important to note that, the relevant of entrepreneurial skill in economic development involves more than just increasing per capita output and income. It involves initiating and constituting change in the structure of business and society (Zahoet *al.*, 2005). This change is accompanied by growth and increased output which allows more wealth to be divided by the various participants. The importance of entrepreneurial skill development in any economy stimulates cannot be overestimated. The continuing growth in the economy of any society depends to large extent on the start-ups and development of any business venture, which is also applicable to non-academic skill of UNIBEN. Even on a recessionary economy, entrepreneurship is a legitimate and viable component in any strategy for reconstructing the economy (Timmons *et al.*, 2015).

From the forth-going entrepreneurial skills development, once acquired can help to change individual perception from mere consumer and job seeking to an active producer of goods and services and at the same time create job for teaming population. Thus, studies in entrepreneurship skill development have confirmed that good business, interpersonal skills can be used to search for the employees' career goal in an individual, while investment-driven skills can be used to locate the opportunity in the business environment. However, a good human relation skills can be used to actualized employees career goal (Kim, 2007; Thompson and Downing, 2007; Zhao, *et al.*, 2005). These skills, if properly harnessed by the entrepreneurs as supportive tools to career goal, can help to reposition Nigeria from consuming country to one of the leading producing countries in the world. To this end making, some non-academic staff of UNIBEN who retired at useful age to engage in a meaningful economic activities.

1.2 Statement of the problem

It is no longer news that, since the middle of 2000s, the academics, practitioners and government have come to recognize the lacuna in entrepreneurship skill development in organisation bridge, that showdown productive capacity. This is so because according to the human capital theory, investment in knowledge, skills and the abilities enhances human competencies (Bruder, *et al.*, 2011).

The entrepreneurship skill development play very important role in the social, economic and technological development of the country, their meaningful contributions can be observed toward socio-economic growth, job creation, poverty reduction as well as industrial transformation. However, in spite of these tremendous contributions of entrepreneurship skill development to economic development, it seems that the components of entrepreneurship skill development (ESD) like Human relations skills, investment-driven skills, interpersonal skills, as well as challenges of entrepreneurship skill development on employee plan goal have not been properly integrated by the entrepreneurs to help them harness their great potential.

Furthermore, there is every possibility that lack of capital, infrastructure development could post serious challenges to entrepreneurship skill development not to deliver on their core mandate of job creation, economic development etc. This scenario could cause majority of the entrepreneurial development business death before their tenth birth day, because the development of any entrepreneurial business will depend greatly on the level of country's infrastructure plan. Some studies have been carried out on entrepreneurship development in Nigeria. For instance Agu (2000) carried out a study on small business management and entrepreneurship development in which he targeted industrialist in Owerri (Imo State). Ogundele (2007) also identified low educational levels as factors that contribute to the death of entrepreneurial businesses.

While these studies are of significance to the work, they were done on industrialist and not on civil servants, hence a knowledge gap. This study therefore seeks to establish the effects of entrepreneurial skills development on employee career goal of UNIBEN non-academic staff to bridge the gap.

1.3 Objectives of the study

The broad objective of the study was to examine the effects of entrepreneurial skills development on employee career goal (study of University of Benin (UNIBEN) Non-Academic Staff. The specific objectives are to;

- i. determine the relationship between human relations skills and employees career goal of UNIBEN.
- ii. examine the effect of investment-driven skills on employee career goal of UNIBEN.
- iii. ascertain the effect of interpersonal skills on employee career goal of UNIBEN
- iv. find out the challenges of entrepreneurial skills development on employee plan goal.

1.4 Research Questions

To address the above stated problems, the following research questions were asked to guide the study.

- i. what is the relationship between human relations skills and employees career goal of UNIBEN?
- ii. what is the effect of investment-driven skills on employee career goal of UNIBEN?
- iii. what is the effect of interpersonal skills on employee career goal of UNIBEN?
- iv. what are the challenges of entrepreneurial skills development on employee plan goal?

1.5 Research Hypotheses

The following hypotheses were stated in null form to guide the study

- H₀₁:** There is no significant relationship between human relations skill and employees career goal of UNIBEN.
H₀₂: Investment-driven skill has no significant effect on employee career goal of UNIBEN.
H₀₃: Interpersonal skill has no significant effect on employee career goal of UNIBEN.

II. LITERATURE REVIEW

2.1 Conceptual Framework

We shall begin by presenting the literature concerning the entrepreneurial skills development as a new modality of entrepreneurs' support. After that would approach the career goal. Entrepreneurship is action. Such action seeks to change the future and as a result, entrepreneurship becomes a part of action. The word entrepreneurship focuses on the process of imagining and forecasting the future which will result from different actions (Von mises, cited in Wood, 2005). However, without this action, forecasting and imagining remain as mere daydreams (Wood, 2005). In a sequential sense, forecasting precedes action. All actions intend to change the uncertain and unknowable future. All action involves entrepreneurship because the forecasting of future state which will result, from a certain proposed action is a subjective creation of the mind (Wood, 2005; Von mises, 1996). Von mises goes on to suggest that successful entrepreneurship occurs when the entrepreneur can more accurately predict the future than others. As a result, the entrepreneur takes action and therefore what he/she offers the customers is better than what is offered by others (Wood, 2005). However, the concept of entrepreneurship from a personal point of view has been properly x-ray in the recent time virtually all the definition of entrepreneurship, there is acceptance about the kind of behavior that includes; the organizing and reorganizing of social and economic activities to turn resources and situations to practical account; initiative taking; the responsibilities of taking risk or failure. Amzad, *et al.*, (2009) observed that the entrepreneur is the one who brings resources, labour materials and other asset into making their value greater than what they were before. Furthermore, entrepreneurs are individuals who assume the major risks in form of equity, time, career planning or provide value for some product and service.

However, Timmons, Smollen & Dingee (2015) postulated that entrepreneurship is the creating and building something of value from practically nothing. This implies that entrepreneurship involves creating and distribution of value to individual groups, organisations and society as a result of seizing an opportunity regardless of the resources currently controlled. However, for skills development to take place in an entrepreneur, there must vision, passion, commitment, motivation

imbedded in him/her to help build an organisation (Amzad, *et al.*, 2009). It is important to note that passion, vision, commitment will steer up the entrepreneur to discover the untapped marketing opportunities that are available in a particular environment. Thereby making entrepreneur take the necessary risks in order to pursue the opportunity.

Rolando *et al.*, (2013), postulated that entrepreneurship is the manifest ability and willingness of individuals on their own, in terms, within and outside existing organization to perceive and create new economic opportunities and also to introduce their ideas in the market, in the face of uncertainty and other obstacles by making decisions on locations, firms and the use of resources and institutions. Essentially, entrepreneurship is a behavioral characteristic of persons. It should be not that entrepreneurship is not an occupation and that entrepreneurs are not a well-defined occupational class of persons. Even obvious entrepreneurs may exhibit their entrepreneurship only during a certain phase of their career and as concerning a certain part of their activities (Au and Henderson, 2006). Entrepreneurial skills compare favourably with the basic skills required for starting, developing, financing and marketing business enterprise as opined by (Demunger, 2014). Furthering this (Florin, *et al.*, 2015) described entrepreneurial skills as qualities or attributes required for an entrepreneur to start and successfully manage a business in a competitive environment.

However, skills such as Human relations, interpersonal skills and investment-driven skills are very paramount in the field of entrepreneurship. Human relation skills are the ability to work with understand, and motivate other people both individually and in groups, defines human skills. Many people are technically proficient but interpersonally in competent. They might be poor listeners, unable to understand the needs of others, or have difficulty managing conflicts. Because managers/entrepreneurs get things done through other people, they must have good human skills to communicate, motivate, and delegate. Therefore every entrepreneur need human relations skills including the non academic staff of UNIBEN (Zahoet *al.*, 2005). It is important to note that, interpersonal skills is very paramount to every entrepreneur; because almost all entrepreneurs or employees belong to a work unit and their work performance depends to some degree on their ability to effectively interact with their coworkers and their boss. Some employees have excellent interpersonal skills, but others required training to improve theirs. This involves learning how to be a better listener, how to communicate ideas more clearly, and how to be a more effective team player. This is to say, for entrepreneur to be successful interpersonal skills is required (Baron, 2004).

However, investment-driven skills entail managers or entrepreneurs having the mental ability to analyze and diagnose or scanning business environment. Decision making, for instance, require entrepreneurs/managers to identify problems, develop alternative solutions to correct those problems, evaluate those alternative solutions and select the best one. Investment-driven skill allows entrepreneur to discover the opportunity available in particular environment where others could not see. It is necessary state that, managers/entrepreneurs can be technically and interpersonally competent yet still fail because of lack of investment-driven skills that would have help to rationally process and interpret information. Investment-driven skill is synonymous with risk taking (Grant, 2007).

2.1.1 Career goal

It involves achieving or making something that will help to improve the standard of living of groups or individual in the society. Effective and efficient career goal can stimulate entrepreneur to assimilate and develop knowledge, skills, value and understanding which enable a wide range of problems to be identified, analyzed and solved through effective and efficient career goal which can help to realize the goal of entrepreneur. It is important to note that; entrepreneurial career goal can be achieved through both informal and formal methods. The methods used, content and delivery methods will vary depending on the stage or status of entrepreneurs.

The formal aspects of entrepreneurship career goal focus on providing the theoretical and conceptual frameworks for the entrepreneur while the informal aspects of entrepreneurship career goal focus on skills building attribute development and behavioural change. (Caroline and James, 2013).

2.1.2 Marketing skills

Entrepreneur needs a robust scanning mechanism to spot profitable market opportunities by closely monitoring its marketing environment as it can continually assess market potential and forecast demand (Kotler *et al.*, 2014). Its micro

environment consists of all the players who affect its ability to produce and sell, they includes suppliers, marketing intermediaries, customers and competitors. Its macro-environment includes demographic, economics, physical, technological, politico-legal, and socio-cultural forces that affect sales and profits. Entrepreneurs also needs a dependable marketing research system (Nikolaus, *et al.*, 2009). To transforms entrepreneurial skills strategy into programs, entrepreneur must make basic decisions about their expenditures, activities and budget allocations. They may use sales-response functions that show how the amount of money spent in each application will affect sales and profit (Robert and David, 2005). Entrepreneur must consider how best to create value for its chosen target markets and develop strong profitable long term relationship with customers. To do so, it needs to understand customer markets. Who buys, and why? What features and prices are they looking for and where do they shop? It needs a sales force well trained in presenting product benefits (Kotler, *et al.*, 2014).

2.2 Theoretical Framework

2.2.1 Pragmatic theory Charles Sanders (1972)

This study is anchored to the "Pragmatic theory of truth, American philosopher Charles Sanders Pierce, states that 'knowledge is only practical to us if it is useful and it does not need to base on fact. The theory sees an entrepreneur from the perspective of innovative ideas range from the Schumpeterian view; it encompasses the creation new markets or new organizational forms to the narrower view in entrepreneurship development skills. Pragmatic theory is of the view that innovation is capable of objectified a piece of high technology equipment in the entrepreneurial development (Jones and Beckinsale, 2000).

Pragmatic theory of truth describes entrepreneurial skills development as a supportive tool to career goal which technology management is very paramount. According to theory the process includes planning, directing, controlling and coordination of development and implementation of technological capabilities in the entrepreneur to shape and accomplish the strategic operational objectives of an organization (Liao, 2005). However, the theory assumed that fast, efficient and effective technology management is needed by entrepreneurs in order for them to bring their wealth of managerial skills, interpersonal skills, human relation, investment-driven skills experience to practice. This experience will help to discovered untapped marketing opportunities that are available in particular business environment. The theory also assumed that management technology was very important for entrepreneurial skills development to experience tremendous progress bearing in mind the concept of cultural diversity is considered in determining management style.

2.2.2 Opportunity-Based Theory (Peter Drucker, 1958)

prolific business management author, professor and corporate consultant, Peter Drucker (1958) put forward an opportunity – based theory. Drucker contend that entrepreneurs excel at seeing and taking advantage of possibilities created by social, technological and cultural changes. For example, where a business that caters to senior citizens might view a sudden influx of younger residents to a neighborhood as a potential death stroke, an entrepreneur might see it as a chance to open a new club. Drucker (1958) who propounded the opportunity based theory assumed that a state or nation could have numerous businesses and investment potentials due to the abundant, vibrant and dynamic human and natural resources. Tapping these abundant and valuable resources require the ability to identify potentially useful and economically viable fields of endeavour. According to the theory entrepreneurs requires some level of skills like; human relations, interpersonal skills, and investment-driven skills to harness the resources into useful ventures of which the UNIBEN non-academic staff are no exception.

2.3 Empirical Review

Adeoye (2015) investigated on the effect of entrepreneurship on economy growth and development in Nigeria. The researcher observed that Nigeria is naturally endowed with entrepreneurship opportunities; however the realization of the full potential of these opportunities has been dampened by the adoption of inappropriate industrialization policies at different times. Researcher pointed out that several policy interventions that were aimed at stimulating entrepreneurship development via small and medium scale enterprises promotion, based on technology transfer strategy, have failed to achieve the desire goals as it led to the most indigenous entrepreneurs becoming distribution agents of imported products as opposed to building in-country entrepreneurial capacity. The study examined evaluation of current development of principles and practice of entrepreneurship in Nigeria. It also examines the effect of entrepreneurship in fostering economic

growth and development. The methodology adopted was the narrative textual case study (NTCS) method, which is preferred because of the absence of sequential data related to entrepreneurship and sustainable economic growth in Nigeria. Researcher also used simple percentages, graph and chart in analyzing. The researcher found that Nigeria's economy has continued to grow over the last decade with the real GDP growth rate hovering around 7%. It was also found that entrepreneurship can enhance economic growth and development primarily by generating employment and foster the growth of micro, small and medium enterprises in Nigeria. The researcher recommended that, there should be proper policy coordination and policy stability; reforms in the educational curriculum to prepare students for self-reliance; and fixing the power sector - Nigeria's basic infrastructure.

Caroline and James (2013) examined the effect of entrepreneurial education and training on development of small and medium size enterprises in gihunguri District of Kenya. They observed that, in developing countries such as Kenya the economic Landscape is changing, with a move from foreign direct investment to self-employment and entrepreneurship. This is noted in the increase in the number of individuals considering self-employment as a career option due to the high rate of unemployment in these economies.

According to them, entrepreneurship education and training has been found to be a major determinant in the growth and survival of enterprises. The aim of the study was to determine the effect of entrepreneurship training on the entrepreneurial development in Kenya. This was an exploratory research design. The targeted population was all the 1670 legally registered SMEs in Githunguri district. The study used simple random sampling in which 167 SMEs were sampled. Data was collected using structured questionnaire. The results of the study revealed that the entrepreneurs were able to do simple daily book-keeping of business transactions but were not able to do complex financial statements. This leads to the conclusion that even though the entrepreneur may be reporting an increase in sales and profits, and may seem to be registering growth, lack of training on financial, strategic management and marketing will mean that the SME will not grow beyond the first stage of enterprise development to other stages and will hence eventually fail within its first five years of existence. The study recommended that the government through the ministry of trade should formulate and implement training programs aimed at equipping SME owners with entrepreneurial skills.

Sawssan and Habib (2015), evaluated the role of coaching on developing entrepreneurial self-efficacy. According to them, coaching as a modality of entrepreneurial support allows the development of the entrepreneur's skills in particular entrepreneurial self-efficacy. The idea of this paper was to give a perspective of the coaching on the development of the entrepreneur's self-efficacy. The sample of the study was 262 Tunisian entrepreneurs who registered in a free way in the program of coaching within the incubator in certain Tunisian cities. Data was collected through the use of structured questionnaire. The factorial analysis was employed to analyzed the data. The results revealed that, influence of the coaching on the development of the entrepreneurial self-efficacy of the coached, shows that existence of a positive and significant relation between the coaching and the development of the self-efficacy of the entrepreneurs. The concluded that, considering the importance of the coaching in the development of the self-efficacy of the entrepreneurs, raising awareness of the coaching as a modality to support the entrepreneur will be thus vital.

Baron (2014) investigated the relationship between entrepreneurial skills development and small business performance. Using Pearson product moment correlation and regression analysis, he found that out of the four entrepreneurial skills like business management finance management, marketing and record keeping skills, the business management still contributed more than other and that the financial management skill alongside increased the contribution. The finding was in line with the earlier studies by Carland and Carland (2009), Grant (2007), Gravells (2006) etc. Van Auken *et al.*, (2006) stated three fundamental propositions about entrepreneurial skills development thus; entrepreneurs are successful to the extent that they have the necessary skills, entrepreneurs come to entrepreneurship at different level of skills and that entrepreneurial skills can be developed.

III. METHODOLOGY

The descriptive survey research design was adopted for this study in which a structured questionnaire was used to elicit information from the target respondents who were non-academic staff of UNIBEN. The survey research design that was adopted becomes imperative because of the population characteristics and a representative nature of the sample of the population for the study. A total of two thousand, one hundred and twenty-three (2123) non-academic staff of UNIBEN, according to the personnel unit of the university August, 2017. Constitute the population for the study. This comprise of management, senior and junior staff of the institution. The study used Taro Yamane's method to determined sample size of non-academic staff of the university

$$n = \frac{N}{1+N(e)^2}$$

Where

n = the sample size to be determined
N = study population
e = sample error (0.05) given
1 = constant given

$$n = \frac{2123}{1+2123(0.05)^2} = 337$$

The modified battery Likert scale questionnaire of a given point was adopted for the study with strongly agree (5) agree (4), disagree (3), strongly disagree (2) and undecided (1). The study hypotheses were analyzed using simple regression and correlation models. However, the SPSS was adopted. Objectives 2 and 3 were achieved using simple regression model, while objective 1 was achieved using correlation model.

IV. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Demographic Characteristics of Respondents in the Study Area

To ascertain the background of the respondents, their demographic characteristics were elicited. These include their age, gender, and academic qualification. Tables 4.1 below show these demographic characteristics.

Table 4.1 Demographic Characteristics Distribution of Respondents

Variables	Frequency	Percentage (%)
Age		
25 - 34years	36	10.7
35 - 44years	64	19.0
45 - 54years	186	55.2
55years and above	51	15.1
Total	337	100
Gender		
Male	162	48.1
Female	175	51.9
Total	337	100
Education Level		
WASSCE/NECO	53	15.7
OND/NCE	78	23.2
HND/BSC/B.Ed	130	38.6
MBA/MSC/M.Ed	60	17.8
PhD	16	4.7
Total	337	100
Experience		
2 - 5years	181	53.7
6 - 9years	76	22.6
10 - 13years	63	18.7
14years and above	17	5.1
Total	337	100

Source: Field Survey Data, 2018

The result from Table 4.1 showed that 10.7% of the respondents in the study area are within the age range of 25 - 34years, 19% of them are within the age range of 35 - 44years, 55.2% of the respondents are within the age range of 45 - 54years, while the remaining 15.1% are within the age range of 55years and above.

The result revealed that 48.1% of the respondents are male, while the remaining 51.9% of them are female. This implies that majority of the respondents are male.

The result also revealed that 15.7% of the respondents had their education up to WASSCE/NECO level, 23.2% of them had their education qualification up to the OND/NCE, 38.6% of them had their education up to the HND/B.Sc/B.Ed level, while another 17.8% and 4.7% of them had had an education up to the MBA/M.Sc/M.Ed and PhD level respectively. This is an indication that majority of the respondents are educated beyond the secondary level (i.e. up to the tertiary level) which implies that they are well educated.

The result further revealed that 53.7% of the respondents have had experience within the range of 2 - 5years, 22.6% of them have had experience within the range of 6 - 9years, 18.7% of them have had experience within the range of 10 - 13years while the remaining 5.1% of the entrepreneurs have had entrepreneurial experience of 14years and above.

4.2 Relationship between Human Relations Skill and Employee Career Goal

The relationship between customer operating variables and profit of UNICEM Plc was analyzed with the correlation coefficient model, and is presented in Table 4.2 below.

Table 4.2 Relationship between Human Relations Skill and Employee Career Goal

	Human Relation Skill	Career Goal	
Human Relation Skill	Pearson Correlation	1	0.770**
	Sig. (2-tailed)		0.000
	N	300	300
Employee Career Goal	Pearson Correlation	0.770**	1
	Sig. (2-tailed)	0.000	
	N	300	300

** Correlation is significant at the 0.01 level (2-tailed)

Source: Field Survey Data, 2018

The result from Table 4.2 showed the correlation between human relation skill and employee career goal at 0.770 and the Probability at 0.000. This implies that there is a positive and strong relationship between the human relation skill and employee career goal of UNIBEN.

4.3 Effect of Investment-driven Skills on Employee Career Goal

The effect of investment-driven skills on the employees' career goal was analyzed with the simple regression model, and the result presented in Table 4.3

Table 4.3 Computation of Simple Regression for Effect of Investment-driven Skills on Employee Career Goal

Variables	Coefficient		Std. Error	t-value
Constant	0.757***	0.178	4.253	
Investment-Driven Skills	0.797***	0.042	18.890	
R ²	0.516			
F-value	356.840***			

Source: Field Survey Data, 2017

*** Statistically Significant at 1% level of significance.

The data from Table 4.3 shows the regression estimate of the effect of investment-drive skill on the employees’ career goal. The result shows that the determination (R²) was 0.516. This implies that 51.6% variability in the employee career goal was explained by the model, while the remaining 48.4% could be attributed to error and omitted variables. The F-value of 356.840 was significant at 1% level, which indicates that the model is adequate for use in further analysis as it indicates a requirement of best fit.

The result shows that investment-driven skill’s effect on the employees’ career goal was positive and statistically significant at 1% level. This implies that the investment-driven skill has a great effect on the career goal of employees of UNIBEN.

4.4 Effect of Interpersonal Skill on Employee Career Goal

The effect of interpersonal skill on business opportunity was analyzed with the simple regression model, and the result presented in Table 4.4

Table 4.4 Computation of Simple Regression for Effect of Interpersonal Skill on Employee Career Goal

Variables	Coefficient		Std. Error	t-value
Constant	0.884***	0.149	5.937	
Interpersonal Skills	0.782***	0.035	22.123	
R ²	0.594			
F-value	489.428***			

Source: Field Survey Data, 2017

*** Statistically Significant at 1% level of significance.

The data from Table 4.4 shows the regression estimate of the effect of interpersonal skill on employee career goal of the organization. The result shows that the determination (R²) was 0.534. This implies that 53.4% variability in the employee career goal was explained by the model, while the remaining 46.6% could be attributed to error and omitted variables. The F-value of 383.151 was significant at 1% level, which indicates that the model is adequate for use in further analysis as it indicates a requirement of best fit.

The result shows that interpersonal skill affects employee career goal positively and at a statistical significance of 1% level. This implies that interpersonal skills have a great effect on the employee career goal in UNIBEN.

4.5 Challenges of Entrepreneurial Skill on Employee Career Goal

The challenges of entrepreneurial skill on employee career goal was analyzed with the simple descriptive statistic, and presented in Table 4.5

Table 4.5 Distribution on Challenges of Entrepreneurial Skill on Employee Career Goal

Challenges	Frequency	Percentage (%)
Poor Working Conditions	125*	37.1
Poor Salary Packages	210*	62.3
High Cost of Living	280*	83.1
Poor Labour Relation Implementation	230*	68.3

* Denotes Multiple Response

Source: Field Survey Data, 2018

The result from Table 4.5 showed the challenges of entrepreneurial skill on employee career goal. From the result, 83.1% (i.e. majority) of the respondents claimed that high cost of living is the major challenge they face in career goal development, 68.3% believe that poor labour relation pose a challenge, 62.3% of the respondents see poor salary packages as a challenge, while 37.1% of them claimed poor working condition is a challenge to their career goal.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Findings

This study examined the effect of entrepreneurial skills development on employee career goal (study of university of Benin non-academic staff). It specifically determined the relationship between human relation skill and employee career goal; examined the effect of investment-driven skill on employee career goal; ascertained the effect of interpersonal skills on employee career goal; found out the challenges of entrepreneurial skill development on employee career goal. The simple regression model was used as the analytical tool.

The findings from the results show that human relation skills have a strong relationship with the employee career goal, as the result was positive and statistically significant at 1% level. The findings also reveal that investment-driven skills have a great effect on the employee career goal, as the result revealed that investment-driven skill was positive and statistically significant at 1% level. Furthermore, the findings from the simple regression indicate that interpersonal skills affect employee career goal positively and at a statistical significance of 1% level.

5.2 Conclusion

This study revealed that human relation skills has a close relationship with employee career goal, and that investment-driven skills and interpersonal skills have effect on employee career goal, both at a 1% level of significance.. It is therefore concluded that entrepreneurial skill development has an effect on employee career goal. This is also in consonance with the findings of Zhao *et al.* (2005), who postulated that for entrepreneur to do well, skills such as financial management skills, interpersonal skills, marketing skills, and investment-driven skill must be taken into cognizance. The findings also buttress that of Grant (2007), who observed that for entrepreneurs to do well, certain skills such as interpersonal skills, marketing skills, human relationship skills, etc must be in tandem with the aspiration or goal of the entrepreneurs, bearing in mind other environmental factors such as economic, political, legal, etc.

5.3 Recommendations

Based on the findings of the research, the following recommendations were suggested by the researcher.

1. The non-academic staff of Nigerian universities should be encouraged to actively develop their entrepreneurial skill in order to achieve their career goal.

2. The authorities of UNIBEN and Nigerian universities at large should ensure that their non-academic staff have good working conditions, with improved salary packages and improvement in their labour relations, which will in turn enable the employees achieve their career goal.
3. Finally, it is recommended that the non-academic staff of the university be enlightened more to improve their interpersonal skills, as it does affects their career goal.

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