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HUMAN RELATION, INNOVATION SKILLS AND ENTREPRENEURSHIP SUCCESS OF BUSINESS EDUCATION GRADUATES

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Abstract

Business Education is a programme designed to enable students acquire the necessary skills to be self-employed and also to succeed as entrepreneurs after graduation. However, the unabated unemployment situation raises the question of whether the objective of the programme is achieved. It is as a result of this, that the investigated the influence of human relations, innovation and problem-solving skills on entrepreneurship success of business education graduates in South-West, Nigeria. The specific purposes are to determine the extent of influence each of human relation, innovation, and problem-solving on entrepreneurship success. The study adopted descriptive survey design. The population of the study was 223. The study sample consisted of 223 respondents, matching the population size; therefore, census sampling was employed. The instrument used for data collection was a structured questionnaire titled Influence of Human Relation, Innovation and Problem-solving Skills on Entrepreneurship Success Questionnaire (IHRIPSESQ). The instrument was validated by three experts and a reliability coefficient of 0.87 was obtained for the instrument using Cronbach Alpha reliability method. Frequency and percentage were used to analyze the demographic data of the respondents while mean and standard deviation were employed to analyze data for answering research questions. The two null hypotheses were tested using independent sample t-test statistics at 0.05 level of significance. The independent samples t-test revealed that there was a significance difference in the mean perception of male and female respondents regarding the influence of human relations skills on Business Education graduates' self-reliance ($t_{218} = 0.01$, $P<0.05$). The study found that human relations innovation and problem-solving skills positively influenced entrepreneurship success of Business Education graduates. The study showed that there was a significant difference between the mean perception of respondents from federal and state universities regarding the influence of innovation skills entrepreneurship success of business education graduates ($t_{218} = 0.001$, $P<0.05$). The study also showed that there was no significant difference between the mean perceptions of respondents from federal and state universities regarding the influence of innovation skills on self-reliance of Business Education graduates ($t_{218} = 0.172$, $P>0.05$). It was concluded that human relations, problem-solving and innovation skills positively influenced entrepreneurship success of Business Education graduates. It was recommended among others that Business Education graduates need to acquire problem-solving skills that will equip them for entrepreneurship success and that Business Education graduates should aspire to possess innovation needed to generate new ideas, products and services for entrepreneurship success.

Introduction

Business Education, being a dynamic field of study, has transformed the educational system to one which aims at grooming manpower to fill the ever growing vacuum created by unemployment. It is both painful and pathetic that graduates unemployment cuts across all disciplines in Nigeria. It is however, impossible to identify an academic field that is not adequately represented in the ever growing community of unemployed graduates roaming the street across the country (Nwaigburu and Eneogwe, 2013). Unarguably, the major obstacle affecting the development of the Nigeria seems to be unemployment. It affects every area of human life and aggravates societal imbalances.

According to Asagba (2017), as the fang of unemployment continues to spread across the country and afflicts the youths unabated, it is highly necessary for policy makers and the generality of Nigerian youths to embrace Business Education as a means to drastically reduce unemployment in Nigeria. Though so many reasons have been ascribed to the rising rates of unemployment across the country, it is perceived by the researchers that the attitude and prejudice as a nation towards artisans and Business Education have contributed in no small measure to the rate of unemployment in the country. Asagba (2017) stressed that majority of the youths are attracted to the profession that the society fancies and applauds even though it may not be fulfilling or adding much substance to the nation's economy. Students get admitted into the Universities for any course of study that is available without considering their natural abilities and economic value of such a course.

The current massive unemployment of graduates of Business Education programme caused by global economic crisis/recession (economic melt-down) made the federal government of Nigeria to emphasize the need for all Nigerians to strive for self-reliance through self employment. Binuomote (2015) explained that the aim of entrepreneurship programme is to encourage and train graduates of secondary schools and higher institutions to take up self employment. It appears to suggest that Binuomote's (2015) contention may have spurred the Federal Ministry of Education (FME) to introduce entrepreneurship education as a general course in all the Tertiary Institutions in Nigeria. He opined that opportunities include development of small scale business, which if properly managed, would keep members of families gainfully employed and generate sufficient income with which to maintain their families and continually improve their standard of living. This could not be achieved without proper entrepreneurial skill training.

Adidu and Olannye (2006) in Mshelia and Aishatu (2018) see entrepreneurial skills training as a specialized training given to people to acquire the skills, ideas and the managerial abilities and capabilities for self-employment rather than being employed for pay. Entrepreneurial skills' training is a deliberate attempt to provide trainees with relevant knowledge, appropriate skills, competence and right attitude to effectively run or manage a business outfit. It is a programme of instruction that enables the beneficiary to be properly equipped to establish and operate a profit oriented business venture. It is done through entrepreneurship education.

Binuomote (2015) saw entreprenueurship education as enterprise education. The author further defined enterprise education as learning directed towards developing in young people those skills, competencies, understanding and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community business and work opportunities, including working for themselves. Oduma (2012) noted that entrepreneurship education seeks to prepare people especially youths to be responsible,

enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development of their societies or community. It leads to a good knowledge of the concept and aim of entrepreneurship.

According to Alade (2013), entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunity. Entrepreneurship means making a living by working for yourself. He posited further that the person who carried out the skills and attitudes of entrepreneurship is referred to as the entrepreneur. He exercises authority in the effective controlling of other factors in developing and applying new methods of production and above all, he bears the risks and uncertainties associated with these functions in a dynamic world of work.

In spite of all the efforts made by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Nigerian Government to enhance the skills of youths for self-reliance, by making sure that Nigerian youths receive adequate education, it has been observed that the current system education in Nigeria is not adequate. Therefore, there is the need to emphasize acquisition of skills through Business Education. Ezenwafor and Olaniyi (2017) opined that Business Education is a key agent in the development of creativity and innovation in individuals for business success. It stimulates business interest and potentials and as well promotes acquisition of relevant skills and competencies for the establishment and operation of a new profit-oriented business venture. Thus, Deen (2013) observed that there is growing scientific evidence that Business Education is capable of stimulating employment, productivity, and economic growth by producing students who will be versed in business world and equipped with business knowledge for self-reliance.

Self-reliance is a quality of depending on oneself instead of relying on others. When people have self-reliance, they are independent and autonomous. According to Spall (2020), self-reliance is trusting one's abilities to get through the challenges of life on the back of ones resourcefulness. Spall further explained that it is the ability to provide for oneself without the need for outside help. Also, it is the ability an individual has to establish a business of his own instead of working for another person. It is the ability to do or decide things by oneself. A person who is self-employed is said to be self-reliant. It is to be independent instead of working for another person.

In this competitive global economy, no nation can survive without developing a skillful and formidable workforce. This means that graduates from any discipline, require not just for preparation for white collar jobs but both knowledge and skills for self-employment which are required impetus for national development. As a result of this, schools are being challenged to produce students who are knowledge producers, problem solvers and creative thinkers who can apply their skills to enrich their lives and communities. Consequently, it has become imperative for the nation to rethink her educational delivery practices in order to enhance the competitive ability of her teeming graduates. As a step in this right direction, Nigerian government introduced entrepreneurship which involves various skills for self-reliance and education as a compulsory course for all programmes in tertiary institutions. Therefore, the need for skills development by Business Educators for self-reliance cannot be over-emphasized.

Skill is the ability to do something well and is usually gained through training or experience. Skill is the ability to do something well as a result of acquired knowledge of practice or training (Huse, 2012). Omowumi (2014) defined skill as the ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving idea (cognitive skills), things (technical

skills) and people (interpersonal skills). Okoli (2013) defined skill as the economic tools with which entrepreneurs acquire and solve societal problems. Skills are practical activities which make one employable, self-reliant and relevant to the society. Okoli further stated that entrepreneurs must possess these business skills that are necessary to enable them start and finance their own business enterprises and market the products or services produced. Skills go a long way in helping entrepreneurs become successful. Skills are those activities that will enable an entrepreneur to manage his own enterprise. Graduates of Business Education need different type of skills such as human relation skills, innovation skills and problem solving skills among others to run any kind of business enterprise.

Human Relations can be defined as the study of group behaviour for the purpose of improving interpersonal relationships as among employees. The study of human relations can help in workplace, and as a result, assist graduates in achieving career success. The better their human relationship, the more likely they are to grow in their businesses (Maffo & Oyewole, 2016). In the same vein, human relations in the workplace are a major part of what makes a business work. Employees must frequently work together on projects, communicate ideas and provide motivation to get things done. Without a stable and inviting workplace culture, difficult challenges can arise in the logistics of managing employees as a key factor of production. Businesses that engage in a good workplaces and accurate well-trained workforce are more likely to retain and attract qualified employees. Such an organization foster loyalty with customers and more quickly adapt to meet the needs of a changing market situation. Olaniyi (2016) asserted that possession of good human relation skills is another success factor for self-reliance. Self-reliance can be seen to mean being able to depend on one self, one's resources rather than those of others. It has to do with what one can do for himself/herself. It also means relying on one's own abilities and efforts to be independent.

The desire of most developing countries including Nigeria, is to have self-reliant economy capable of generating an internally self-sustaining growth. Uche (2013) affirmed this view point and submitted that no matter how hard an individual may work or whatever many brilliant ideas he may display, if he cannot connect with other people around, his professional life will suffer. This emphasizes the need to acquire human relations skills for entrepreneurial development. Uche further stressed that, human relations entails the ability to relate well with coworkers; accept criticisms, advice and suggestions from others, exercise confidence, good judgment and bring about increased customers satisfaction through innovation.

Innovation could be explained in many ways by many authors. For instance, Hennessey and Amabile (2013) defined innovation can be defined as the successful implementation of creative ideas within an organization. Based on this view, entrepreneurs' creativity is the starting point of innovation. Innovative skills for entrepreneurial development include introduction of new products, new methods of production, opening new markets, exploring new sources of supply of raw materials and carrying out new types of organization (Oduma, 2012). The acquisition of these skills will enable graduates of Business Education to function effectively in the current highly competitive environment and strong market forces to turn business problems into business opportunities.

A business is built on the problems (needs and wants) of customers and without which there will be no business at all. This is why problem solving skills are very important tools for success in operating an enterprise. There are many definitions of problem solving skills but at a basic level, it focuses on the ability to accurately assess a situation and arrive at a positive solution. It involves methods and skills to find the best solution to problems. Solving problems is an analytical skill that many employers look for when reviewing candidate

application forms. This particular skill is not restricted to a single sector, industry or role, though employers in the engineering and legal industries in particular tend to look for proficiency (Binuomote, 2015).

Problem-solving is an intellectual process of the brain, which explores the explanation to a specified problem or discovers a technique to comprehend the given goal (Zhong, Wang, & Chiew, 2012). The brain uses the maximum cognitive functions like analytical thinking, generalization, and synthesis in problem solving, which involves features such as the scientific way, critical thinking, decision making, and reflective thinking (Kucukahmet, 2013). Mayer (2012) in Dostal (2014) defined problem solving as a summary of the cognitive processes focused on the change of the given state of the final state where solution procedure is not obvious. Problem solving and its cause is defined in the work of Funke (2012) who stated that the person's initial knowledge of the problem are the conditions (the given state). The operations are permissible activities that can be performed in order to achieve the required final state (result) with the help of available instruments. Ajaero (2015) stated that problem-solving skills for entrepreneurial development involve critical thinking, understanding of the business, team spirit, decisiveness and courage. Acquisition of these skills will enable graduates of Business Education to identify business problems and become critical thinkers so as to turn the identified business problems into opportunities. With the above reasons the researcher deem it fit to find out whether human resources, innovation, and problem solving skills are needed by Business Education graduates for self-reliance.

The people of Oyo State, Nigeria engage in business of various forms ranging from local textile, crop production, poultry farming, manufacturing of soaps and detergent, manufacturing of leather footwear, pure water firms, dying of cloth among others. Oyo State has 33 Local Government Areas and business activities are predominantly the occupation of the people living there. There are colleges of education, which are either owned by private individuals, state or federal government or located in rural and urban areas of the state in order to cater for the educational needs of the people. Both male and female students have graduated from these schools after spending a minimum of three years. They fall between the ages of 20 and 35 years. Also, some of these graduates come from parents with or without business background.

Against the foregoing background, it seems that there is a problem in training for skills in Business Education. If Business Education graduates are to be self-reliant ad entrepreneurially equipped, training skills required for these attributes must be identified. Hence, the need to conduct this study to identify deficiencies in the Business Education curriculum and fortify it with saleable skills.

Statement of the Problem

In the light of series of reforms and introduction of entrepreneurship education as compulsory course in all tertiary institutions in Nigeria, it is expected that Business Education graduates would acquire relevant entrepreneurial skills that will enable them to become successful entrepreneurs. Unfortunately, while most of these graduates are expected to become employers of labour, they often join in the search for scarce paid employment thereby increasing the already high unemployment rate in the country despite the abundant entrepreneurship opportunities. Corroborating this fact, Okoli (2013) reported that graduates of business education are deficient in skills required for them to be self-reliant. Olaniyi (2016) added that the trend creates doubts as to whether these graduates possess skills required to successfully engage in entrepreneurship activities.

This create concerns among stakeholders according to Omowumi (2014), Ezenwafor and Olaniyi (2013) as to whether the aims and objectives of Business Education right from its inception are being realized. Business Education is a double-major programme. Its beneficiaries can be self employed or be employed if opportunity arises. Majorly the focus of Business Education is to produce self-reliant graduates. This is the reason entrepreneurship education was included in the curriculum. With the current unemployment situation, the question arises as to where the problem actually lies, despite the efforts of government and other stakeholders to see that unemployment is eradicated in the society. One may therefore ask whether the curriculum is inadequate; whether there are some certain untapped skills requiring special attention so that the aims and objectives of Business Education can be achieved. Hence, this study seeks to identify the human relations, innovation and problem solving skills needed by Business Education graduates for self-reliance.

Purpose of the Study

The main purpose of this study was to determine the influence of human relations, innovation and problem solving skills on entrepreneurship success among Business Education graduates in South West, Nigeria. Specifically, the study sought to determine the extent of influence of:

1. human relations skills on entrepreneurship success of Business Education graduates in South-West, Nigeria.
2. innovation skills on entrepreneurship success of Business Education graduates in South-West, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the extent of the influence of human relations skills on entrepreneurship success of Business Education graduates in South-West, Nigeria?
2. To what extent do innovation skills influence entrepreneurship success of Business Education graduates in South-West, Nigeria?

Research Hypotheses

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

$H_0$1: There is no significant difference between mean perception of male and female respondents regarding the influence of human relations skills on Business Education graduates' entrepreneurship success.

$H_0$2: There is no significant difference between the mean perception of male and female respondents regarding the influence of innovation skills on Business Education graduates' entrepreneurship success.

Methodology

This study adopted a descriptive survey design while the population of the study consists of 223 Business Education Postgraduate students in four public universities running postgraduate programmes in South West, Nigeria. The census sampling technique was used to select 223 Business Education postgraduate students. Since the population is manageable, the entire population of 223 was used as the sample size for the study. This was the case because according to Azih and Ama (2020) whenever the population is manageable, it is ideal to study the entire population. A well structured questionnaire developed by the researcher titled: Influence of Entrepreneurship Skills on Entrepreneurship Success (IESESQ) questionnaire was used as instrument for data collection. The questionnaire was divided into

two – parts A and B. Part A was designed to elicit demographic information of the respondents such as gender while Part B consists of 20 items into two clusters B1 to B2 which are structured on a 4-point rating scale on entrepreneurship success of Very Highly Extent (VHE), Highly Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The items were scored as follows: VHE= 4, HE= 3, LE = 2 and VLE = 1. The face and content-validity of the instrument was established using the opinions of two experts in the field of Business Education and one expert in measurement and evaluation, Kwara State University, Malete. Trial-testing method was used to determine the reliability of the instrument using 20 business education postgraduates in Kaduna State who were not part of the study population. Data collected in the trial-testing were analyzed using Cronbach Alpha which yielded coefficient values of 0.55, 0.64 and 0.54 for clusters B1 and B2 respectively with an overall coefficient value of 0.87. The researcher personally administered copies of the questionnaire on the respondents with the help of two research assistants adequately briefed. All copies of 223 questionnaire distributed were retrieved and used for data analysis. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents' opinions. The t-test was used to test the null hypotheses as 0.05 level of significance. A hypothesis was rejected where the p-value is less than the alpha value of 0.05 but accepted where the p-value is greater or equal to the alpha value.

Results

Research Question One

What is the extent of the influence of human relations skills on the entrepreneurship success of Business Education graduates in South West, Nigeria?

Table 1: Mean Perception of respondents on the influence of human relations skills on entrepreneurship success

S/N	Items	Mean	SD	Remarks
1.	Human relations skills help entrepreneurs to create customer loyalty.	3.15	0.39	High Extent
2.	Human relations skills assist entrepreneurs in communicating with customers effectively.	3.19	0.47	High Extent
3.	Human relation skills help entrepreneurs render supportive services to customers	3.25	0.51	Very High Extent
4.	Human relations skills help entrepreneurs to listen very well to customers' grievances.	3.27	0.55	Very High Extent
5	Human relations skills help entrepreneurs to resolve conflict among the staff.	3.28	0.55	Very High Extent
6.	Human relation skills assist entrepreneurs to work very well with other claims of service providers.	3.28	0.60	Very High Extent
7.	Human relations skills help entrepreneurs to empathize with customers.	3.33	0.67	Very High Extent
8.	Human relation skills help entrepreneurs to interact very well with other firms for synergy.	3.23	0.53	High Extent
9.	Human relation skills help entrepreneurs to add value to customers' satisfaction.	3.25	0.56	Very High Extent

10.	Human relations skills help entrepreneurs to be friendly with customers.	3.27	0.64	Very High Extent
	Grand Weighted Mean	3.25	0.55	High Extent

Source: Field Survey, 2024 N = 220

Analysis of data in Table 1 reveals the mean and standard deviation of the respondents regarding the extent of the influence of human relations skills on the entrepreneurship success of Business Education graduates in South-West, Nigeria. The respondents rated the following constructs to a high extent: human relations skills help entrepreneurs to create customer loyalty (mean =3.15), human relation skills assist entrepreneurs in communicating with customers effectively, and human relations skills help entrepreneurs to render supportive services to customers (mean = 3.19 and 3.25) respectively. Similarly, the respondents rated the following item of the construct to a very high extent; human relations skills help entrepreneurs to listen very well to customers' grievances and to resolve conflicts among the staff (mean = 3.27 and 3.28), also human relations skills assist entrepreneurs in working very well with other claims of service providers, to empathize with customers, to interact very well with other firms for synergy (mean =3.28, 3.33 and 3.23) respectively. Equally, the respondents rated to a very high extent that: human relation skills help entrepreneurs to add value to customers' satisfaction and skills help entrepreneurs to be friendly with customers (mean = 3.25 and 3.27) respectively.

The standard deviations of all ten item structures range from 0.39 to 0.67. This indicates that the respondents' responses are not widely dispersed, as they are near their respective mean scores. The table shows a calculated weighted average mean of 3.25 and a standard deviation score of 0.55. This indicates that the respondents rated as "high level" in rating all the constructs. This implies that human relation skills positively influenced the entrepreneurship success of Business Education graduates in South-West, Nigeria to a very high extent (mean = 3.25, SD = 0.55).

Research Question Two

To what extent do innovation skills influence entrepreneurship success of Business Education graduates in South-West, Nigeria?

Table 2: Mean Perception of respondents on the influence of innovation skills on entrepreneurship success

S/N	Items	Mean	SD	Remarks
11.	Innovation skills influence Business Education students' ability to develop ideas to create new products.	3.19	0.49	High Extent
12.	Innovation skills influence Business Education students' ability to manipulate the opportunities in society to create jobs.	3.33	0.60	Very High Extent
13.	Innovation skills influence Business Education students' ability to open up a new market.	3.35	0.60	Very High Extent
14.	Innovation skills influence Business Education students' ability to explore new sources of	3.32	0.57	Very High Extent

	supply of raw materials.			
15.	Innovation skills influence Business Education students' ability to facilitate success in workplaces.	3.35	0.59	Very High Extent
16.	Innovation skills influence Business Education students' ability to bring the best ideas into reality.	3.38	0.67	Very High Extent
17.	Innovation skills influence Business Education students' ability to create new wealth.	3.41	0.62	Very High Extent
18.	Innovation skills influence Business Education students to figure out how to make a product work better.	3.45	0.63	Very High Extent
19.	Innovation skills influence Business Education students to combine ideas and knowledge into new value.	3.46	0.64	Very High Extent
20.	Innovation skills influence Business Education students to manage and handle things to attain growth.	3.48	0.67	Very High Extent
	Grand Weighted Mean	**3.37**	**0.54**	**Very High Extent**

Source: Field Survey, 2024 = 220

Analysis of data in Table 2 reveals the mean and standard deviation of the respondents regarding the extent to which innovation skills influence entrepreneurship success of Business Education graduates in South-West, Nigeria. The data from the table suggests that the respondents believe that; Innovation skills influence Business Education students' ability to develop ideas to create new products to a high extent (mean = 3.19). Similarly, the analysis in the table reveals that; innovation skills influence business education students' ability to manipulate the opportunities in society to create jobs, innovation skills influence business education students' ability to open a new market, and innovation skills influence business education students' ability to explore new sources of supply of raw materials to a very high extent (mean = 3.33, 3.35 and 3.32) respectively. Equally, the Table reveals further that; innovation skills influence business education students' ability to facilitate success in workplaces, bringing the best ideas into reality and influencing business education students' ability to create new wealth to a high extent (mean = 3.35, 3.38, and 3.41) respectively. Table 2 reveals further that, innovation skills influence business education students to figure out how to make a product work better, combine ideas and knowledge into new value, and influence business education students' abilities to manage and handle things to attain growth to a very high extent (mean = 3.45, 3.46 and 3.48) respectively.

The standard deviations of all eight item structures range from 0.54 to 0.67. This indicates that the respondents' responses are not widely dispersed, as they are near their respective mean scores. The table shows a calculated weighted average mean of (3.37) and a standard deviation score of 0.54. This indicates that the respondents expressed a high level of ratings in all the constructs. This implies that innovation skills positively influenced the entrepreneurship success of Business Education graduates in South-West, Nigeria to a very high extent (mean = 3.37, SD = 0.54).

$H_0$1: There is no significant difference in the mean perception of male and female respondents regarding the influence of human relations skills on Business Education graduates' entrepreneurship success.

Table 3: Independent Samples t-test of mean ratings on human relations skills and entrepreneurship success

Group Gender	N	Mean	SD	t-cal	DF	P-value	Decision
Male	65	3.37	0.40				
				3.081	218	0.002	**$H_0$1**
Female	155	3.20	0.36				**Rejected**
Source: Field Survey 2024			N = 220				P<0.05

The data in Table 3 reveal that 65 of the respondents representing 29.5% were male, while 155 of them representing 70.5% were female. This implies that there were more female business education postgraduates' students than their male counterparts in four public universities running postgraduates' programmes in South-West, Nigeria. The analysis shows a calculated weighted average mean of 3.25 and a standard deviation score of 0.55. This indicates that the respondents expressed a high level in ratings of all the constructs. This implies that human relations skills positively influenced entrepreneurship success of Business Education graduates in South-West, Nigeria to a very high extent (mean = 3.25, SD = 0.55).

Table 3 reveals that there is a significant difference in the mean perception of male and female respondents regarding the influence of human relations skills on Business Education graduates' entrepreneurship success (t_{218} = 0.002,P<0.05). Therefore, the result of the null hypothesis that states that there is no significant difference in the mean perception of male and female respondents regarding the influence of human relations skills on Business Education graduates' entrepreneurship success was rejected. This implies that male and female postgraduate students of Business Education express divergent views in their responses regarding the influence of human relations skills on Business Education graduates' entrepreneurship success.

$H_0$2: There is no significant difference between the mean perception of male and female respondents regarding the influence of innovation skills on entrepreneurship success of Business Education graduates.

Table 4: Independent Samples t-test of mean ratings on innovation skills and entrepreneurship success

Group Institution Ownership	N	Mean	SD	t-cal	DF	P-value	Decision
Federal	66	3.63	0.37				
				6.77	218	0.001	**$H_0$3**
State	154	3.26	0.39				**Rejected**
Source: Field Survey 2024							*P<0.05*

The data in Table 4 reveal that 66 of the respondents representing 30% were from federal universities; while of 154 of them representing 70% were from state universities. This implies that there were more Business Education postgraduates' students in state universities than federal universities running postgraduates' programmes in Southwest, Nigeria. The mean ratings of the respondents show that; innovation skills positively influenced

entrepreneurship success of Business Education graduates in South-West, Nigeria to a very high extent as supported by a grand weighted mean and standard deviation of ($\bar{x}$ = 3.37, SD = 0.54).The Table reveals that there was significant difference between the mean perception of respondents from federal and state universities regarding the influence of innovation skills on entrepreneurship success of Business Education graduates(t_{218} = 0.001,P<0.05).

The results of the null hypothesis that states that there is no significant difference in the mean perception of male and female respondents regarding the influence of human relations skills on Business Education graduates' self-reliance was rejected. This implies that postgraduate students of business education from federal and state universities express divergent views in their responses regarding the influence of innovation skills on entrepreneurship success with respondents from federal institutions having the highest mean (X =3.63).

Discussion

In this section, the findings of the study are discussed.

The results in Table 1 on research question one show that items 1, 2, and 8 were rated as High Extent" while items 3, 4, 5, 6, 7, 9 and 10 were rated as "Very High Extent". On the whole, the weighted mean was 3.25. The results therefore show that the respondents rated the items as "High Extent". Findings therefore revealed that human relations skills positively influenced the entrepreneurship success of Business Education graduates in South West, Nigeria to a very high extent. Many studies were conducted on entrepreneurial skills but it is observed that skills cannot cope with the recent changes in economic and digital realities. For instance, Nweke and Onuekwa (2021) study on Human Relations skills and office efficiency do not tally with Entrepreneurship success as it tends to encourage the search for white collar job that is not available. The findings corroborate with earlier findings of Ojetunde, Omideyi and Mafikuyomi (2024) that the acquisition of human relations skills prepares individuals to establish business, become a viable entrepreneur which leads to self employment, use his own skills and abilities to achieve goals and put effort towards its attainment. Graduates with good human relations skills help to interact very well with customers and other firms for synergy The findings also agrees with Salami (2019) who found that graduates who exhibit more interest in entrepreneurship are always ready to partake in buying and selling activities.

The results in Table 2 on research question two show that items 11, 12, 13, 14, 15, 16, 17 and 18 were rated as "Very High Extent" . On the whole, the weighted mean was 3.33. The results therefore show that the respondents rated the items as "Very High Extent". Findings here revealed that human relations skills positively influenced self-reliance of Business Education graduates in South West, Nigeria to a very high extent. This is because "attitude determines altitude" therefore, effective Human Relations Skills could guarantee the process of self-reliance. The study of Rhoda (2018) was on curriculum innovation and not innovation skills on entrepreneurship success. This finding corroborated Aniefok and Christabel (2022) who indicated that there is positive relationship between communication, conflict resolution, negotiation and multi-tasking skills of an entrepreneur and organizational sustainability of small scale enterprises. They stated that to create a harmonious atmosphere in the work environment is the responsibility of the entrepreneur, so that the effectiveness of employee work can be realized and a leader must carry out the human relations function. Based on the opinion of the experts, it can be concluded that human relations is the interaction between individuals who are in formal structure such as work relationship, arranged functionally to achieve the stated goals of the business enterprise with persuasive

communication in person to inspire excitement and work activities with enthusiasm, productive, happy and satisfied cooperation on both sides.

Conclusion

Based on the findings of the study, it was concluded that human relations skills positively influenced entrepreneurship success of business education graduates. No matter how efficient entrepreneurs may be in their businesses, if they lack human relations and innovation skills such as ability to develop new ideas to create new products and ability to develop new ideas to create new products and ability to open up a new market, success may still become a mirage since it will be hard to compete with competitors as well as meeting the needs of the society. The study has provided the information that Business Education graduates must be innovative and think differently from others. This skill will teach Business Education graduates how to be genuinely enthusiastic in doing their business.

Recommendations:

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

1. Business Education lecturers in the Universities should ensure that human relations skills needed are taught more vigorously through demonstration and practical methods to enable the graduates to open and manage small enterprises effectively.
2. The current curriculum of Business Education in the universities should be reviewed to incorporate problem solving skills and risk management that will equip graduates with human relations skills to reduce risks, avoid physical hazard and transfer risks to another individual or organization through hedging, business insurance and employee insurance.

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