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Entrepreneurial Skills Required by Secondary School Graduates for Economic Success in Cocoa Production in Ikom Local Government Area of Cross River State, Nigeria

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Abstract

The study was carried out to identify entrepreneurial skills required by Secondary School Graduates for Economic Success in Cocoa Production in Ikom Local Government Area of Cross River State, Nigeria. Five research questions guided the study and five hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey design using a sample of 75 purposively drawn from a population of 275 registered cocoa farmers in the study area. The instrument used for data collection was a questionnaire which was face validated by three experts and with a Cronbach alpha reliability coefficient of 0.89. Independent t-test analysis was utilized to test the hypotheses. Findings revealed that all the ident5ified skill items in the area of planning, management, production farm level processing and marketing were required by secondary school graduates for economic success in cocoa production. Based on the findings recommendations were made.

Keywords: Entrepreneurial, Skills, Graduates, Ikom, Nigeria.

1. INTRODUCTION

Cocoa (*Theobroma cocoa*) commonly called chocolate or cocoa, belong to the family (*sterculiaceae*), the native region is central and southern part of Nigeria. Kingdom, *plantae* (plants), phylum-*Anthrophyta* (flowering plants) class, *Dicotyledon*, order *malvalves*, genus *Theobroma* and species *cocao*.

Cocoa tree as described by Dand (1999) is an evergreen tree that grows up to 10m in height. It has central Stem (Chupon) that grows un-branched to a height of 1-2m where a fan to branches (known as a jorquette) forms. The author also explained that once the first jorquette has matured, a raw chupon will push up from the tip of the first chupon. The new chop will follow the same behaviour as the first. The new chupons may also form at the base of the tree. The author also added that, the leaves of the cocoa are light green or red when young but harden off to a dark green color. As the wood hardens, the leaves fall off producing bone wood. The author pointed out that, the flowers are produced on this older wood of the chupons and Jorquettes in what are called follower cushions or beds that used to be leaf axils. The authors further explained that, the fruits is called a pod and can be of varying length (10-30cm) and shape (cylindrical to spherical). The colour of the new pods (cherelles will be either light green or red.

Are, Igbokwe, Asadu and Bawa (2010), explained that cocoa is considered among the principal crops grown partly in Cross River State due to its popularity. In continuing, the authors submitted that cocoa is valuable to man health-wise and nutritionally. The conventional uses of cocoa according to the authors include the manufacture of chocolate (dark chocolate has the best nutritional values as it decreased criteria stiffness, reduces blood clot risk as well as the frequency of malaria attack), cocoa beverage, high quality soap, and body pomade. The authors also indicated that, the consumption of polyclonal rich cocoa powder drink may help to lower blood pressure bad cholesterol (LDL) level, and thus decrease the risk of hypertension.

Cocoa is grown in Ikom Local Government for income earning and human consumption. Cocoa production is a good enterprise in which farmers invest their resources to generate income. Enterprise in the opinion of Dumas (1999), it a company or firm that comprised of the establishment which operate under the ownership and control of single organization; the author stated further that it could be a business services and membership organization that consists of one or several establishments and operate at one or more locations with the aim to upgrade the economic status of the members and society at large. In the context of this study,

enterprise in cocoa production include cultivation of cocoa, management of cocoa, processing, packaging and marketing of cocoa with the view of upgrading the economic status of the farmer involve in the venture.

For economic success in cocoa production, an entrepreneur is required for effective management. Entrepreneur as submitted by Uduma in Onwuka and Olaitan (2007), are people who create and manage a business undertaking, bearing the risk for the sake of profit. In the view of Etuk (2004), entrepreneur is the person who holds the key to entrepreneurship, he is the visioner who must have a clear conception of what he has envisaged and who must be in a position to translate it into a workable project. Agomuo (2002) submitted that entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to combine people, money, and resources to meet an identified need and thereby create wealth. In the view of Uduma in Onwuka and Olaitan (2007) entrepreneurship is the process through which individuals combine human and material resources in order to provide goods and services desired by man. In the context of this study, an entrepreneur is an individual that brings opportunity in cocoa production and turning them into a profitable enterprise by harnessing the necessary skill and resources to manage the enterprise. While entrepreneurship is the process of investment of one's resources in growing, processing, packaging and marketing of cocoa so as to generate wealth for one's economic survival.

Effective management in cocoa production require some skills in planning, management, production, farm level processing and marketing for good and healthy production of cocoa pod, entrepreneur must possess the required entrepreneurship skills. Akpotowoh and Amahi (2006) submitted that, skills acquired in any of the area of cocoa production promotes training in entrepreneurship and could equip secondary school graduate with requisite skill to establish and run cocoa farm business of their own. In the opinion of Onwuka and Olaitan (2007), skill is a well established habit of performing task in a manner acceptable by workers in the profession. In the view of Osinem and Nwoji (2005), skills referred to the ability of a person to perform an act expertly. Continuing the author stated that, it is therefore expertness, practices ability or proficiency displayed in the performance of the task. In the context of this study, skills are those abilities that are required by secondary school graduates to succeed in cocoa production business. These skills are required in the area of planning, management, production, farm level processing and marketing.

2. Statement of problem

It is the anticipation of parent and the society that secondary school graduates who offered agricultural science should be able to demonstrate practical skills in agricultural science either in crops or animal production. These anticipation stem out from the objective of agricultural science in Senior Secondary School which include: to stimulate and sustain student interest in agriculture; to enable students acquire useful knowledge and practical skills in agriculture; to prepare students for further learning in agriculture and to prepare students for occupation in agricultural science. Another requirement of the secondary school curriculum is that students on graduation from secondary school should be able to produce at least two crops and rear two animals that are adaptable to their agricultural environment.

From this requirement, cocoa which is a stable crop in the study area is believed to have been thought to students while in secondary school with all the necessary skills required for a successful enterprise or firm. However, the researchers' observation and interaction with some of the graduates, revealed that the graduates who have successfully completed their secondary school education do not possess the required skills that could make them entrepreneur in cocoa production nor are they employable in cocoa production enterprise thereby making the achievement of objective two (2) and objective four (4) of the secondary school agricultural science curriculum very elusive and nearly unachievable.

It is the researchers view that if this skills in cocoa production are identified and taught to the students by teachers while in school or use as out of school retraining programme for secondary school graduates, it could encourage them to go into cocoa production either as entrepreneurs or employed by other entrepreneurs in cocoa production enterprise. Hence, the decision to undertake this study on "Entrepreneurial skills required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State Nigeria".

3. Purpose of the Study

The general purpose of this study is to identify the entrepreneurial skills required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State, Nigeria. Specially the study sought to identify.

1) The planning skills required by secondary school graduates in cocoa production.
2) The management skills required by secondary school graduates in cocoa production.
3) The production skills required by secondary school graduates in cocoa production.
4) The farm level processing skills required by secondary school graduates in cocoa production.
5) The marketing skills required by secondary school graduates in cocoa production.

4. Research Question

The following research question guided the study:

1) What are the planning skills required for economic success in cocoa production.
2) What are the management skills required for economic success in cocoa production.
3) What are the production skills required for economic success in cocoa production.
4) What are the farm level processing skills required for economic success in cocoa production.
5) What are the marketing skills required for economic success in cocoa production.

5. Research Hypotheses

The following hypotheses were generated and tested in the study.

Ho_1: There is no significant difference in the mean ratings of male and female cocoa farmers on planning skills require for economic success in cocoa production.

Ho_2: There is no significant difference in the mean ratings of male and female cocoa farmers on management skills required for economic success in cocoa production.

Ho_3: There is no significant difference in the mean ratings of male and female cocoa farmers on production skill required for economic success in cocoa production.

Ho_4: There is no significant difference in the mean ratings of male and female cocoa farmers on farm level processing skills required for economic success in cocoa production.

Ho_5: There are no significant difference in the mean ratings of male and female cocoa farmers on marketing skills required for economic success in cocoa production.

6. Methodology

The study adopted a descriptive survey design. The study was carried out in Ikom Local Government Area of Cross River State, Nigeria. The population for this study was two hundred and seventy five (275) cocoa farmers. This number constitute the registered cocoa farmers in Ikom Local Government (L.G.A. Department of Agriculture). This population comprises of two hundred and three (203) male and seventy two (72) female cocoa farmers. This study utilized the purposive sampling technique. The researchers used this approach to select fifty (50) male and twenty five (25) female cocoa farmers which represent 27% of the population with a sample size of 75. The instrument for data collection was Skills Required in Cocoa Production Questionnaires (SRCPQ) with a four point scale of Highly Required (HR), Required (R) Slightly Required (SR) and Not Required (NR). The instrument was face validated by three experts in the Department of Vocational and Special Education, Agricultural Education Unit of the University of Calabar Reliability of the instrument was established using Cranach alpha technique which yielded a co-efficient of 0.89 indicating that the instrument is 89% reliable.

The researchers utilized the assistance of two Extension Agents in the Agricultural Department of the Local Government to administer the instrument. The instrument were coded based on the four points response scale of Highly Required (4), Required (3), Slightly Required, (2) and Not Required (1). The score of the respondents were summed together with their corresponding Mean and Standard Deviations. The value obtained (mean and standard deviation) where manipulated to answer the research questions and test the hypothesis. In answering the research questions any item with a mean score of 0.00 - 1.00 indicated that the skill is not required while any item with a mean score of 1.1 - 4.0 indicated that the skill item is required. To test the hypothesis the sum of the mean and standard deviation where utilize using Independent t-test analysis at 0.05 level of significance.

7. Results

7.1. Research question 1

What are the planning skills required for economic success in cocoa production.

Table 1: Mean and Standard Deviations of Planning skills required for economic success in cocoa production.

	Planning skills	**X**	**SD**	**Remarks**
1	Determination of mission goals	2.50	1.58	Required
2	Formulating the specific objective for the enterprise	3.80	1.95	"
3	Selection of good site for cocoa plantation	3.60	1.89	"
4	Plan for effective management	2.30	1.52	"
5	Plan for effective training in various field in cocoa production	2.10	1.45	"
6	Planning for good record keeping in cocoa production	1.90	1.37	"
7	Equipment and good market agent (merchants)	1.70	1.30	"
8	Diagnosing problem and identifying relevant casual factor	3.30	1.81	"
9	Implementing action and monitoring them	3.10	1.76	"
10	Identifying suitable site for raising of nursery	2.90	1.70	"
11	Plan for planting of improved varieties	2.80	1.67	"
12	Manpower needs and market	3.10	1.76	"
13	Plan for raw materials	3.20	1.78	"
14	Planning for procurement of farm input	3.90	1.74	"
15	Decide method of operation	1.50	1.26	"
16	Stating capital and labour requirement of the enterprise	2.30	1.51	"
17	Establishment of timetable	1.50	1.22	"
18	Creating procedures and rules of workers.	3.40	1.84	"

The table 1 above indicated that all the identified skills in planning for economic success in cocoa production had their mean ranged between 1.50 (item 17) and 3.90 (item 14) and they are all higher than 1.00 which indicates that all the 18 skill items in planning are required by secondary school graduates for economic success in cocoa production.

7.2. Research question 2:

What are the management skills required for economic success in cocoa production.

Table 2: Mean and Standard Deviations of Management skills Required by Secondary school graduates for Economic Success

	Management skills	**X**	**SD**	**Remarks**
1	Skills in decision making, control and negotiation	3.20	1.78	Required
2	Essential in creating a growing a new business	3.40	1.84	"
3	Provision of accessible road for frequent monitoring of cocoa	2.90	1.70	"
4	Management skills in weed control	2.80	1.67	"
5	Managerial skills in mulching	3.40	1.84	"
6	Technical skills	2.40	1.54	"
7	Formulating decision making skills to suit the enter	3.80	1.94	"
8	Skill in pest and disease control	2.10	1.45	"
9	Human relation skills	2.40	1.54	"
10	Managing fund for procurement of input	3.50	1.87	"
11	Office management	3.90	1.97	"
12	Formulating specific management system	3.70	1.92	"
13	Making long term and short term planning	2.90	1.70	"
14	Inventory control and turnover	2.60	1.61	"
15	Supervision skills	2.50	1.58	"

The table 2 above indicated that all the identified skills in management for economic success in cocoa production had their mean rating range between 2.10 (item 8) and 3.90 (item 11) and they are all higher than 1.00 which indicates that all the 15 skills items in management are required by secondary school graduates for economic success in cocoa production.

7.3. Research question 3

What are the production skills required for economic success in cocoa production.

Table 3: Mean and Standard Deviations of Production Skills Required by Secondary school graduates for Economic Success in Cocoa production

	Production skills	**X**	**SD**	**Remark**
1	Formulating specific production procedure	3.08	1.75	Required
2	Set production target and wages procedure	2.90	1.70	"
3	Identification of production equipments	2.10	1.44	"
4	Ensure the purchase of improve varieties of seeds	3.50	1.87	"
5	Purchase and use of farm inputs	1.90	1.37	"
6	Make necessary arrangement in save guiding the farm	2.50	1.58	"
7	Identifying suitable chemical for the crop (cocoa)	3.80	1.94	"
8	Adequate weathering of the crops	3.40	1.84	"
9	Checking of the farm time to time	3.30	1.81	"
10	Keeping of adequate records	2.30	1.51	"
11	Adequate supply of manure	2.80	1.67	"

Table 3 above indicated that all the identified production skills for economic success in cocoa production had their mean ranged between 1.90 (item 5) and 3.80 (item 7) and they are all higher than 1.00 which indicates that all the 11 skill items in production are required by secondary school graduates for economic success in cocoa production.

7.4. Research question 4: What are the farm level processing skills required for economic success in cocoa production.

Table 4: Mean and Standard Deviations of Processing Skill Clusters Required by Secondary school graduates for Economic Success in Cocoa production

	Processing skill Clusters	**X**	**SD**	**Remark**
1	Harvesting skills	2.80	1.67	Required
2	Hipping – skills	3.00	1.73	"
3	Breaking skills	3.70	1.93	"
4	Fermentation skills	2.00	1.41	"
5	Drying skills	2.10	1.44	"
6	Packaging skills	3.80	1.94	"
7	Roasting skills	1.70	1.30	"
8	Winnowing skills	2.80	1.67	"
9	Grinding skills	3.90	1.97	"
10	Grading skills	2.30	1.51	"
11	Pressing skills	2.70	1.64	"

From table 4 above, it indicated that all the identified skills in processing for economic success in cocoa production had their mean ranged between 1.70 (item 7) and 3.90 (item 9) and they are all higher than 1.00 which indicated that all the 11 skills items in processing are required by secondary school graduate for economic success in cocoa production.

7.5. Research question 5: What are the marketing skills require for economic success in cocoa production.

Table 5: Mean and Standard Deviations of Marketing Skills Required by Secondary school graduates for Economic Success in Cocoa production

	Marketing skills	X	SD	Remark
1	Assemble enough product together for shipment	2.20	1.48	Required
2	Grade or sort products in groups of uniform quality	3.10	1.76	"
3	Process the produce into suitable form	3.10	1.76	"
4	Transport the products by truck, vehicle to processing	3.30	1.81	"
5	Skills of persuading buyers	2.20	1.48	"
6	Skills of good communication	3.40	1.84	"
7	Skills of looking for buyers	2.10	1.44	"
8	Skills of promoting your products	2.80	1.67	"
9	Skills of finding distribution channels	3.50	1.87	"
10	Fixing of price according to grade and market trend	3.70	1.92	"
11	Keeping of sales records skills	3.60	1.89	"
12	Avoiding failing to meet buyer's specification	3.05	1.74	"
13	Skills of identifying demand of the buyers	2.90	1.70	"
14	Formulating of products transaction measures	3.30	1.81	"
15	Decide method of operation	1.50	1.26	"

Table 5 above indicated that all the identified skills in marketing for economic success in cocoa production hard their mean ranged between 2.10 (item 7) and 3.70 (item 10) and they are all higher than 1.00 which indicated that all the 15 skill items in marketing are required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State.

8. Hypothesis testing

8.1. Hypothesis 1

There is no significant difference in the mean rating of male and female cocoa farmers on the planning skills required by secondary school graduates for economic success in cocoa production. This hypothesis was tested using independent t-test analysis. The result of the analysis is presented on the table below.

Table 6: Independent t-test analysis is to determine the difference in the mean range of male and female cocoa farmers on the planning skills required by secondary school graduates for economic success in cocoa production.

Variables	n_1	$\bar{X}_1$	SD_1	**t-cal**
	n_2	$\bar{X}_2$	SD_2	
Male cocoa farmers	50	61.71	7.85	0.84
Female cocoa farmers	25	60.11	7.75	

P> .05, df = 73, crit. t = 2.000

The analysis above showed that the calculated t-value of 0.84 was found to be less than the critical t-value of 2.000 when tested at 0.05 level of significance with 73 degree of freedom. This implies that the result is not significant therefore the null hypothesis was accepted while the alternate hypothesis was rejected.

8.2. Hypothesis 2:

There is no significant difference in the mean rating of male and female cocoa farmers on management skills required by secondary school graduates for economic success in cocoa production. This hypothesis was tested using independent t-test analysis. The result of the analysis is presented on the table below.

Table 7: Independent t-test analysis to determine the difference in the mean rating of male and female cocoa farmers on the management skills required by secondary school graduate for economic success in cocoa production.

Variables	n_1	$\bar{X}_1$	SD_1	**t-cal**
	n_2	$\bar{X}_2$	SD_2	
Male cocoa farmers	50	52.45	7.24	0.76
Female cocoa farmers	25	51.11	7.14	

P> .05, df = 73, crit. t = 2.000

The analysis above showed that the calculated t-value of 0.76 was found to be less than the critical t-value of 2.000 when tested at 0.5 level of significance with 73 degree of freedom. This implies that the result is not significant therefore the null hypothesis was accepted while the alternate hypothesis was rejected.

8.3. Hypothesis 3:

There is no significance different in the mean rating of male and female on production skills required by secondary school graduate for economic success in cocoa production. This hypothesis was tested using independent t-test analysis. The result of the analysis was presented on the table below.

Table 8: Independent t-test analysis to determine the difference in the mean rating of male and female cocoa farmers on the production skills required by secondary school graduate for economic success in cocoa production.

Variables	n_1 n_2	$\bar{X}_1$ $\bar{X}_2$	SD_1 SD_2	**t-cal**
Male cocoa farmers	50	51.98	7.20	0.08
Female cocoa farmers	25	50.11	7.05	

P> .05, df = 73, crit. t = 2.000

The analysis above showed that the calculated t-value of 1.08 was found to be less than the critical t-value of 2.000 when tested at 0.05 level of significance with 73 degree of freedom. This implies that the result is not significant therefore the null hypothesis was accepted while the alternate hypothesis was rejected.

8.4. Hypothesis 4:

There is no significance different in the mean rating of male and female on processing skills required by secondary school graduate for economic success in cocoa production. This hypothesis was tested using independent t-test analysis. The result of the analysis was presented on the table below.

Table 9: Independent t-test analysis to determine the different in the mean rating of male and female cocoa farmers on the processing skills required by secondary school graduate for economic success in cocoa production.

Variables	n_1 n_2	$\bar{X}_1$ $\bar{X}_2$	SD_1 SD_2	**t-cal**
Male cocoa farmers	50	42.99	6.66	0.18
Female cocoa farmers	25	41.11	6.41	

P> .05, df = 73, crit. t = 2.000

The analysis above showed that the calculated t-value of 1.18 was found to be les than the critical t-value of 2.000 when tested at 0.5 level of significance with 73 degree of freedom. This implies that the result is not significant therefore for the null hypothesis was accepted while the alternate hypothesis was rejected.

8.5. Hypothesis 5:

There is no significance different in the mean rating of male and female on marketing skills required by secondary school graduate for economic success in cocoa production. This hypothesis was tested using independent t-test analysis. The result of the analysis was present on the table below.

Table 9: Independent t-test analysis to determine the different in the mean rating of male and female cocoa farmers on the production skills required by secondary school graduate for economic success in cocoa production.

Variables	n_1 n_2	$\bar{X}_1$ $\bar{X}_2$	SD_1 SD_2	**t-cal**
Male cocoa farmers	50	58.77	7.66	0.89
Female cocoa farmers	25	57.11	7.55	

P> .05, df = 73, crit. t = 2.000

The analysis above showed that the calculated t-value of 0.89 was found to be less than the critical t-value of 2.000 when tested at 0.5 level of significance with 73 degree of freedom. This indicate that result is not significant therefore the null hypothesis was accepted while the alternate hypothesis was rejected.

9. Discussion of Finding

Findings from hypothesis one revealed that all the identified planning skills were required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State. This is because the mean ranged between 1.50 (item 7) and 3.90 (item 14) were all higher than 1.00 which indicates that all the 18 skill items in planning are required by secondary school graduate for economic success in cocoa production in Ikom Local Government Area of Cross River State and the calculated t- value was lower than the critical t-value at 0.05 level of significance with 73 degrees of freedom. This finding in agreement with Olaitan and Mama (2001), who explained planning as a deliberate attempt by farmers to arrange and document enterprise activities in order. The authors further stated activities involved in planning to include formulating the specific objective for the enterprise, reviewing the objectives periodically, drawing up programme, plan for different enterprises. This is also in consonance with the opinion of Power (1996) who opined that effective planner must master many skills. This finding also goes to confirm the discovery made by Asogwa (2006) which outline steps in planning process as follows, choosing objective, review of objective, identification and availability of raw materials, establishing of policies, identification of source of credits etc.

Finding of the second hypothesis revealed that all the identified skills were required by secondary school graduate for economic success in cocoa production in Ikom Local Government Area of Cross River State. This is because the mean ranged between 2.10 (item 8) and 3.90 (item 11) were all higher than 1.00 score which indicates that all the skills items in management are required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State. This finding is in harmony with Etuk (2002) who sees management as the process of directing, administering or running a business. The finding also agreed with Anyakoha (1995) who identify some important management skills required by entrepreneur to successfully establish, run and manage a business enterprise to include the ability to set appropriate business goal, plan effectively for goal attainments organize resource for goal attainment, management of pest and disease, weed control management etc.

Finding from the third hypothesis revealed that all the identified skills were required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State. This is because the mean ranged between 1.90 (item 5) and 3.80 (item 7) and they are all higher than 1.00 score which implies that all the skills were required in production by secondary school graduates in Ikom Local Government Area of Cross River State. This finding is in consonance with the view of Ande (2008) who sees production as the economic activities aimed at the creation of good and services and the distribution of these goods to the final consumers for the satisfaction of human wants. The author went further to list production skills activities as follows. Formulating production records in cocoa farming; formulating of specific production procedure, sets production targets, wages and salaries level, adequate weathering of the crops (cocoa) etc. The finding also is in conformity with Mizelle (2004), who was of the view that production programmes concerns the dates and time of the product that are to be produced and supplied to consumers.

Finding of the fourth research hypothesis revealed that all the identified processing skills were required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State. This is because the mean ranged between 1.70 (item 7) and 3.90 (item 9) were all higher than 1.00 score which implies that all the skill item 5 in processing are required in by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State.

This finding is in agreement with Nweke (2009) who submitted that processing involves the transformation of raw materials into other form in which it can be stored or eaten. Similarly, this finding is in consonance with Udosen and Ben (2002) who view processing in cocoa production to consists essentially of fermentation and drying. This authors further itemize some skills in processing to include skills in putting the seed in baskets are covering with leaves until they develop the required flavor and colour. Skills in using boxes for fermentation etc.

Findings of the fifth research hypothesis revealed that all the identified marketing skills were required by secondary school graduates for economic success in cocoa production in Ikom Local Government Area of Cross River State. This is because the mean ranged between 1.70 (item 7) and 3.90 (item 9) were all higher than 1.00 score, which implies that all the skill items in processing are required by secondary school graduate for economic success in cocoa production in Ikom Local Government Area of Cross River State. This finding agreed with Osuala (1993) who marketing as the process by which the productive potentials of a company or enterprise is used to satisfy individual and social needs of all kinds. The finding is with Adeniluyi (2007) who see marketing as consisting of all profitable human activities undertaken by the firm towards the creation of goods

and service. The author further identified the following as marketing skills and competencies which are needed for effective entrepreneurship; salesmanship, negotiation, sales recording keeping, sales promotion, stock record keeping, pricing, advertising channel, advertising media, transportation etc.

10. Conclusion

Finding of this study showed that all the skill identified in this study were required by secondary school graduates for economic success in cocoa production. Hence, there is need for this building population (secondary school graduates to be properly educated and trained in this area of enterprises (cocoa production) so that they could find themselves employed or employed by their bigger cocoa production enterprises for them to be able to make a living. This could assist in reducing the social menace posed by this graduate as a result of idleness and also could contribute to the socio-economic well being of their individual families and even to a larger extent, their communities and to a general extents their nation.

11. Recommendations

1. If this identified skills are packaged into a retraining programme and secondary school graduates are made to undergo these programme, this could help them to become self-reliant and self-sustaining.
2. If teachers of agriculture integrate the skills during the process of instruction in schools and the student are made to pass through it during their period of study; this could cause them to develop interest in cocoa production enterprise.
3. If curriculum planner integrates these skill areas into the school curriculum, this could provide avenue for teachers to use this curriculum to effectively teach the students this skills and the students could become acquainted with them and by so doing become interested in the business of cocoa production after graduation.

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