

IMPACT OF BUSINESS EDUCATION ON POST PRIMARY AND POST SECONDARY SCHOOL LEVEL EFFECTIVE EMPLOYMENT OPPORTUNITIES

Roseline N. Azubuiké¹, Malan, Ukaiko Patience² & Evangelista C. Oguguo³

¹Department of Business Education, Faculty of Vocation Technical Education
University of Nigeria, Nsukka

roseline.azubuiké@unn.edu.ng

²Department of Business Education, Faculty of Vocation Technical Education,
Federal College of Education, Pankshin

ukaikomalan@gmail.com

³Department of Business Education, School of Vocational and Technical Education,
Imo State College of Education, Ihitte-Uboma

evangelistaoguguo@gmail.com

Abstract

This study centered on the impact of business education on post-primary and post-secondary level school level effective employment opportunities in Plateau State. Two research questions were stated and answered while two null hypotheses were also formulated and tested at 0.05 level of significance. The study adopted a descriptive survey research design and the population consisted of 3,782 final-year business education students. The sample size of this study was 410 students which were made up of 180 males and 230 females using a simple random sampling technique. The instrument used for data collection was a 10-item structured questionnaire which was face-validated by experts in the Department of Business Education. Data were analyzed using mean and standard deviation while the null hypotheses were tested using t-test statistical tool. Based on the data collected and analyzed, the study indicated that the contents of business education curriculum and the quality of teachers have very great influence on the student's skill acquisition. Therefore, the study among others recommended that the business education curriculum should be reviewed and expanded for inclusion of various skills required for students to be self-reliant upon graduation.

Keywords: Business Education Programme, Post-primary and Post-secondary level, Employment Opportunities, Tertiary Institutions

Introduction

It is believed worldwide that Business Education is in the heart of every nation for bringing about national development. This kind of development is evident in the role it plays in the political, socio-cultural, economic aspects of human society in the building of a nation. The role of Business Education is therefore interwoven with employment opportunities. Many scholars have identified Business Education as a veritable aspect of education that can bring about employment generation and socio-economic changes in the world. Business Education which is an essential aspect of education is concerned with the impartation of business orientation and knowledge for personal and national development. It involves teaching students the rudiments, fundamental, concepts, theories and processes of business. It is an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business related occupation (Okenwa, 2018).

It is pertinent to note that one remarkable important and functional characteristic of business education programme is that its products can function independently as self-employed and employer of labour, hence the tenet of Business Education includes basic education for teaching career, entrepreneurship, business understanding and vocational practices. Ajua

(2020) opined that business education plays a significant role in the economic development of a country by providing knowledge and skills to the learners which enables them to impact knowledge to others, handle sophisticated office technologies and information system aimed at producing competent, dynamic and skilful business teachers, office administrators, businessmen and women that can comfortably compete in the workplace. According to Okoro (2013), Business Education programme can prepare students with business skills that will enable them to create and develop new enterprises. The emphasis here is that the programme has a way of shifting the focus of students from paid employment to self-employment, with sound knowledge of the programme. A post primary and post-secondary level of Business Education programme can compete maximally in the world of work even without the paid employment based on what the country is facing now currently.

Evidently, Business Education equips individuals for gainful employment in the public sector, to be selfemployed and to be teachers of business subjects. Business Education creates ample opportunity for employment. According to Lawal (2014), Business Education is the pillar to any developmental undertaking in every society. It is a vital element in the broad development of the nations and creates an enabling environment for its graduates such that they possess the ability to handle and solve the problems or difficulties within their environment. In order to function, live well, earn a living and contribute to the societal growth, Business Education constantly builds knowledge, skills, values and attitudes learnt. Business Education makes people to think, speak and behave in different dimensions which can support the growth, efficiency and effectiveness in an organization. International Labour Organisation (2020) noted that employment opportunity can be boosted by: implementing effective, properly targeted active labour market policies; enhancing the competence and increasing resources available to public employment services so that jobseekers receive adequate support and, where they are working with private employment agencies, ensuring that quality services are provided and rights respected; and implementing vocational and entrepreneurial skills programmes for paid and self-employment; investing in workers' skills development, skills upgrading and re-skilling to improve employability, in particular for those having lost or at risk of losing their job and vulnerable groups; limiting or avoiding job losses and supporting enterprises in retaining their workforce through well- designed schemes implemented through social dialogue and collective bargaining. Enyekit and Amaewhule (2017) noted that the private and public sectors create an enabling environment for employment opportunities in the country. Business Education plays a vital role in this regard. Therefore, Business Education equipped individuals with requisite skills for employment opportunity, they can better fulfill their roles and responsibilities in the world of work and business. This study investigated empirically the impact of business education at the post-primary and post-secondary level for an effective employment opportunity.

Business Education

Business Education is that branch of educational programme that aids an individual with functional and suitable skills; knowledge, attitude and value that would enable him or her operate in the environment they find themselves. Business Education represents a broad and diverse discipline that is included in all type of educational delivery systems, elementary, secondary and post-secondary. It is that area of education which concerns itself with vocational and professional preparation for a career which is important for every citizen and consumer in order that he may better understand and use his business and economic surroundings. Business Education programme at University level involves courses in accounting, management, marketing and office technology and management (Esene, 2017). Students are expected to have possessed relevant skills and competencies in their areas of specialization after graduation. Business Education in management option, are expected to have wide knowledge of how to

handle business operation. Business Education is conducted on two distinct levels; education for administrative support personnel in business and industry received in Universities, Colleges of Education and Polytechnics for business administration and for business teacher preparation (Cross, 2008). The National Open University of Nigeria (2008) defined Business Education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment. Okoro (2009) stated that Business Education means education for and about business, or training in business skills and competencies required for use in offices, clerical occupations and business policy analysis, it is a training that gives an occupational identity. Ajoma (2010) viewed Business Education as that education which provides its graduates with training in business skills and economic competencies necessary for an individual to advance in business career or to establish a business enterprise. These among others make Business Education an effective tool for entrepreneurship education, unemployment and poverty reduction as well as for natural development. Therefore, Business Education is very important since it prepares individuals for the world of work.

Aliyu (2013) stated that the purpose of Business Education stresses the need for specialized instruction to prepare students for career in business; fundamental instruction to enable students assume their economic roles as consumers, workers and citizens and background instruction to assist students in preparing them for professional careers and advance study. Ogwunte and Ile (2017) defined Business Education as that aspect of the total educational programme that provides the knowledge, skills, understanding and attitude needed to perform in the business world as a producer or consumer of goods and services that business offers. Epelle, Orlu, and Okparanta (2017) defined Business Education as a programme and all over the world is facing new challenges and innovations. Experience shows that young people who though studied Business Education were irrelevant in the past in finding their knowledge and training a veritable tool for self-employment as well as an avenue to managerial jobs. Also, the high graduate unemployment rate in Nigeria indicates an urgent need for positive work option, which is possible through Business Education training.

Business Management Skills and Employment opportunity

These skills include finance, control, accounting, management, human relations, decision making, negotiation, planning and goal setting, venture launching, growth management (Epelle, Orlu & Okparanta, 2017). Business management skills include the ability to supervise business effectively, ability to source funds for running of small-scale business knowledge of business registration, ability to plan for small-scale or medium-scale business, ability to be resourceful and creative, ability to develop skills for the graduate growth and development of firm, ability to develop skills of keeping accounting records of small-scale business, ability to redefine risk as opportunity to make use of the expertise, ability to handle crises whenever they occur, ability to identify and use market opportunities, ability to set appropriate goals, and ability to manage customers and maintain business ethics. Business management skills also encompass decision making, human relations, marketing, planning and goal setting skills (Ogwunte & Ile, 2017). Business management skills are attributes a person running a business should have to ensure its business goals are met. These skills are usually acquired through on - the - job experience or by studying them on your own time. Employers are more likely to hire employees with business management skills because such employees have knowledge on the operations of every department in a business. Business management skills also comprises planning and goal setting, human relations, decision making, management, control, negotiation, finance, marketing, managing growth, accounting and venture launch (Bumalay et al., 2008).

Personal Entrepreneurial Skills and Employment opportunity

These skills include flexibility, risk taking, persistence, driver, imagination, competitiveness, innovativeness, inner control discipline, change orientation (Epelle et al., 2017). In the same vein, Ogwunte and Ile (2017) identified personal entrepreneurial skills as the ability to identify challenges of personal entrepreneurship, ability to understand personal entrepreneurial regulations, ability to evaluate business ideas, ability to identify business resources, ability to understand the roles of commercial and development banks, knowledge of relevant markets and having self-confidence, knowledge of relevant machines, aggressiveness and resourcefulness, knowledge of relevant products, technical skills in specific areas, negotiating and marketing skills, persuasive, leadership and financial management skills and being answerable to myself. According to Muhyi (2017), personal entrepreneurial skills include inner control, risk taker, innovative, change oriented, persistent, visionary leader and ability to management change.

Personal entrepreneurial skills can encompass a large range of both soft and hard skills. Because of the many business roles entrepreneurs may take on, they may also develop a variety of different skill sets to accommodate the growth of their businesses and brands. Developing the following skill sets can also help one develop your entrepreneurial skills. Teamwork and leadership skills, Communication and Listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills, Strategic thinking and planning skills, Branding, marketing and networking skills. To be a successful business owner, one may need to develop one's personal entrepreneurial skills (Indeed Career Guide, 2020).

Technical Skills and Employment opportunity

These skills include teamwork, coaching skills, listening skill, technology skills, oral communication skills, writing skills, interpersonal skills, environmental monitoring skills and organizing skills (Epelle et al., 2017). Technical skills can refer to the ability to perform tasks that require the use of certain tools, whether tangible or intangible, and the technology required to master their intended uses in a variety of scenarios. Obviously, the knowledge in technical skills ability is seen as practical in nature because it allows an individual to complete a chosen task in a real not theoretical, manner. Given the growth of technology within worldwide and local economies, the need for diverse technical skills and knowledge is likely to continue to grow into the foreseeable future. The acquisition of advanced technical skills requires specific education or training, often with practical learning components and many advanced topical elements.

Technical skill requirements are listed for the majority of career fields, with the highest concentrations on engagement in areas involving scientific, technological, engineering, computational and business capabilities. Technical skills could also refer to the technical know-how and expertise needed to carry out or accomplish complex actions, tasks and processes relating to computational and physical technology as well as a varied group of other enterprises. Those who possess technical skills are often referred to as “technicians”, with the expression referring to audio technicians, electronics technicians, market technicians, computer technicians, engineering technicians, those who possess technology skills and a variety of other designations. Technical skills are practical in nature, typically related to various fields (Farley, 2019). Technical skills also refer to skills acquired by using and gaining expertise in performing physical or digital tasks. There are many different kinds of technical skills. Customarily, people working in mathematics, computer science, mechanics and information technology have used many technical skills. Today, however, many more industries rely on employees with technical knowledge. For instance, retail workers often need to know how to use point-of-sale (POS) software to do their business. Some specific examples of technical skills might include

Programming languages, Common operating systems, Project management, Technical writing, Software proficiency and data analysis.

Technical skills vary widely between businesses and job type. For computer programmers, knowledge of various coding languages is considered a technical skill. Customer service representatives may need technical skills relating to customer management and telephone systems. Teachers might need technical skills related to instructional technologies and software applications ranging from student behavior monitoring to grading. Because of the availability of software programs for financial analysis, marketing, planning and other business processes, it can be enormously beneficial to develop one's technical skills. Entrepreneurs with efficient technical skills can use software and other digital approaches for managing projects, tracking sales and revenue and measuring the performance of business growth. This skill also aids in employment generation (Indeed Career Guide, 2020).

Computer Appreciation Skills and Employment opportunity

A computer basic skill involves the use of computers efficiently. Skills on the other hand can simply be put as the ability to do things well. Computer appreciation skill can be regarded as the potentials one acquires that makes him or her capable of operating and using the computer efficiently. Performing basic operations like starting a computer, using the mouse, managing various windows, etc. may seem like a puzzle to one who has never seen a computer. Allison (2016) stated that skills such as turning computer on and off, copying, deleting and renaming files are required in performing basic operations. The author further stressed that a computer literate teacher must be familiar with computer terms; know how computers work; be able to enter and retrieve data; know the uses of computers; able to programme a computer; know the future general direction of computers; artificial intelligence, and robotics and understand the abuse and misuse of the computer so that students will realize that such problems exists.

Acquisition of these skills will enable the business studies teacher impact instructions on computer appreciation effectively Computer appreciation skills can be used effectively as a cognitive tool as well as an instructional media. They can be helpful in classroom by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. It is impossible not to pay attention to the significant impact of technology when discussing instruction, education, or training issues. The use of computers in education opens a new area of knowledge and offers a tool that has the potential to change some of the existing educational methods. The teacher is the key to the effective exploitation of this resource in the educational system. As computer use continues to increase in society, teachers must also prepare for the use of computers within the classroom (Gilakjanim, 2013). Ibelegbu (2013) asserted that a computer literate graduates should have the following skills: the ability to programme and control a computer for personal, academic and professional goals; the ability to use a variety of computer applications software within a personal, academic and professional context; the ability to understand the increasing social, economic and psychological impacts that computers are having on groups and individuals; the ability to make use of ideas from computer programme and computer applications as part of an individual's strategy retrieving information, communication and problem solving. The adoption and integration of information and communication technology (ICT) into the education programme of a country cannot be overemphasized. It has been discovered that knowledge of (ICT) usage improves human capacity in every field of human endeavour, including business transaction, industrial operations, educational programmes and activities and life in general (Achibong et al., 2010). Hence, without ICT or Computer appreciation skills in this era of technology, employment generation cannot be achieved.

Employment opportunity

Employee opportunity refers to the various chances and possibilities available to employees within their work environment. It includes opportunities for promotion, development, challenge, and recognition (Agu & Kaduhur, 2016). These opportunities have been shown to have a significant impact on important organizational outcomes such as job satisfaction, job performance, and organizational commitment. While some researchers have defined opportunity specifically in terms of promotion opportunities, others argue that it should not be limited to just promotions, but should also include opportunities for growth, skill development, and continual challenge.

Employment opportunity is the process involved in engaging the labour force in productive activities in the economy. The desired employment condition in the economy today is full employment. But in the developing country like Nigeria, it is a ruse because the dream is yet to be achieved. Full employment is a situation where there are more jobs than men. It does not mean that everybody in the labour force is employed. A condition of full employment can be said to exist if the number of unfilled vacancies is equal to the number of people who are out of work (Yusuf, 2014). Unemployment rate of 4 and 5% will be compatible with the aims of full employment in any dynamic economy. The problem of unemployment in Nigeria has given the stakeholders (government, employers of labour) sleepless nights. The phenomenon of Nigeria is unemployment which has degenerated the living condition of the masses. In realization of this, several bodies, state, federal government, UN and others, multilateral agencies have incorporated employment generation as their key target. The antecedents of employee opportunity have been under-explored, but previous research has identified factors such as socioeconomic status, employee tenure, age, gender, and education as potential antecedents. Overall, employee opportunity is a positive phenomenon that is valuable in and of itself, and understanding its antecedents is important for both research and practice.

The researchers observed that the idea of introducing business education programme in the post primary and post-secondary level was to enable individuals to acquire skills for the development of functional skills which would enable them to depend less on government jobs but rely on their abilities to provide for themselves the means of livelihood. But, unfortunately, ever since business education was introduced, so many people remain unemployed for a long time after graduation which makes one ponder whether the business education programme being delivered to the learners meet the aims and objectives of the course, thus making a mockery of the contents and philosophy of business education programme. In addition, Ajagbe (2021) noted that due to poor quality assurance in the educational system of which business education is included, the level of practical skills acquired by students is nothing to compare with the demands of the labour market and technological advancement which in turn has been a problem to the society.

In the post primary and post-secondary level, Business Education graduates by their education and training ought to possess the relevant skills that will enable them to establish their own businesses and have gainful employment, maintain, sustain and secure it. Ogwunte and Ile (2017) observed that many Business Education graduates lack the requisite skills for employment. Evidently, post primary and post-secondary graduates who lack the requisite skill for employment will not be productive in the world of work or business. This calls to question whether Business Education post primary and post-secondary graduates possess business management skills, personal entrepreneurial skills, technical skills and computer appreciation skills relevant for employment opportunity. Little has been done empirically on the extent to which the skills acquired by Business Education post-primary and post-secondary graduates influence employment opportunities. This gap is what this study sought to fill. The purpose of

this study was to investigate the impact of business education at the post-primary and post-secondary level for an effective employment opportunity. The following issues were addressed.

1. To what extent are business management skills possessed by Business Education post primary and post-secondary graduates for employment opportunity?
2. To what extent are personal entrepreneurial skills possessed by Business Education post primary and post-secondary graduates for employment opportunity?
3. To what extent are technical skills possessed by Business Education post primary and post-secondary graduates for employment opportunity?

Methodology

The correlational design was chosen for the study. This design was chosen to enable the researcher establish the relationship between the variables identified for the purpose of the research study. It is in agreement with the assertions of Bhat (2020) who noted that Correlational research design is a type of research method, in which a researcher measures two variables, understands and assess the statistical relationship between them with no influence from any extraneous variable. The population of the study consisted of all post primary and post-secondary graduate Business Education graduating students offering NCE programme for 2022/2023 academic session in Colleges of Education in Plateau State. They are: Federal College of Education, Pankshin and College of Education, Gindiri . The entire population size was used. This is because of its manageable number. The census sampling procedure was adopted for the study. The instrument used for the study was structured questionnaire titled: “Business Education Skills and Employment Generation among Graduates in Plateau Universities (BESEGQ) and Employment opportunity Questionnaire (EOQ). The Instrument was intended to elicit the objective opinions of the respondents. The data collected were analyzed using mean rating and standard deviation for the research questions. The mean ratings were interpreted using the boundary limits. The analysis was done on an item by item and cluster basis, which made it practically necessary to determine the grand mean. The hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMCC). The hypotheses were to be accepted when the t-cal was less than the table value and rejected when the re-critical was greater than the r-critical (table value).

Results

Table 1 revealed that business management skills possessed by Business Education post primary and post-secondary graduates for employment opportunity to a moderate extent. This is evident in the mean responses of Business Education graduates. The items indicated a mean and standard deviation as follows: I have planning skills (2.83, 1.08), I have decision making skills (2.84, 1.09), I have negotiation skills (2.80, 1.07), I have the ability to control business (2.77, 1.08), I have human relation skills (2.80, 1.07) and I have accounts recording skills (2.77, 1.08). The grand mean and standard deviation of 2.80 and 1.08 respectively indicate that the respondents believe that business management skills is moderately possessed for employment generation.

Table 1: Mean Ratings on the Extent of Management Skills Possessed for Employment opportunity N=298

S/N	Items	\bar{X}	SD	Remark
1	I have planning skills	2.83	1.08	Moderate Extent
2	I have decision making skills	2.84	1.09	Moderate Extent
3	I have negotiation skills	2.80	1.07	Moderate Extent
4	I have the ability to control business	2.77	1.08	Moderate Extent
5	I have human relation skills	2.80	1.07	Moderate Extent
6	I have accounts recording skills	2.77	1.08	Moderate Extent
Grand Mean/SD		2.80	1.08	Moderate Extent

Source: Field Survey, 2023

Result on Table 2 showed the extent to which personal entrepreneurial skills possessed by Business Education post-primary and post-secondary graduates for employment opportunity. It revealed the mean and standard deviation values as follows: I have inner control discipline (2.80, 1.01), I have innovative skills (2.85, 1.08), I have change orientation ability (2.85, 1.08), I have the ability to be persistent (2.86, 1.05), I have flexibility skills (2.80, 1.09) and I have the ability to motivate others to work (2.80, 1.07). The result revealed grand mean and standard deviation values of 2.83 and 1.03 which indicates that personal entrepreneurial skills possessed by Business Education post-primary and post-secondary graduates for employment opportunities to a moderate extent.

Table 2. Mean Ratings on the Extent of Personal Entrepreneurial Skills Possessed for Employment opportunity N=298

S/N	Items	\bar{X}	SD	Remark
7	I have inner control discipline	2.80	1.01	Moderate Extent
8	I have innovative skills	2.85	1.08	Moderate Extent
9	I have change orientation ability	2.85	1.08	Moderate Extent
10	I have the ability to be persistent	2.86	1.05	Moderate Extent
11	I have flexibility skills	2.80	1.09	Moderate Extent
12	I have the ability to motivate others to work	2.80	1.07	Moderate Extent
Grand Mean/SD		2.83	1.03	Moderate Extent

Source: Field Survey, 2023

Table 3 revealed the extent to which technical skills is possessed by Business Education graduates for employment generation. The result revealed mean and standard deviation values for item 13 to 18 as follows: I have teaching skills (2.79, 1.06), I have technical writing ability (2.72, 0.95), I have environmental monitoring skills (2.72, 1.05), I have project management ability (2.70, 1.04), I have the ability to use plagiarism software (2.66, 1.10), I have technology skills (2.60, 1.03). The grand mean and standard deviation values of 2.72 and 1.04 indicate that Business Education graduates possess technical skills to a moderate

extent.

Table 3. Mean Rating on the Extent of Technical Skills Possessed for Employment Opportunity N=298

S/N	Items	\bar{X}	SD	Remark
13	I have teaching skills	2.79	1.06	Moderate Extent
14	I have technical writing ability	2.82	0.95	Moderate Extent
15	I have environmental monitoring skills	2.72	1.05	Moderate Extent
16	I have project management ability	2.70	1.04	Moderate Extent
17	I have data analysis skills	2.66	1.10	Moderate Extent
18	I have technology skills	2.60	1.03	Moderate Extent
	Grand Mean/SD	2.72	1.04	Moderate Extent

Source: Field Survey, 2023

Table 4 revealed that the calculated value of (r) 0.83 is greater than the r-critical value of 0.134 at 0.05 level of significance. Since the calculated value of (r) is greater than the r-critical value, the hypothesis: there is no significant relationship between business management skills and employment generation is rejected while the alternative is accepted. This implies there is significant relationship between business management skills possessed by Business Education graduates and Employment opportunity.

Table 4. Pearson Product Moment Correlation Analysis on the Relationship between Business Management Skills and Employment Generation

Variable	$\sum x$	$\sum x^1$	$\sum xy$	N	df	Sig.	t-cal	t-crit
	$\sum y$	$\sum y^2$						
Business Management Skills	16.81	47.1		298	296	0.05	0.83	0.134
Employment opportunity	24	64.15	45.69					

Source: Field Survey, 2023

Table 5 revealed that the calculated value of (r) 0.82 is greater than the critical table value of 0.134. Since the calculated value of (r) is greater than the critical table value at 0.05 level of significance, the null hypothesis: there is no significant relationship between personal entrepreneurial skills possessed by Business Education graduates and employment generation is rejected. This implies that there is a significant relationship between personal entrepreneurial skills and employment opportunity.

Table 5. Pearson Product Moment Correlation Analysis on the Relationship between Personal Entrepreneurial Skills and Employment opportunity

Variable	$\sum x$ $\sum y$	$\sum x^1$ $\sum y^2$	$\sum xy$	N	df	Sig.	t-cal	t-crit
Personal Entrepreneurial Skills	16.81	47.7						
Employment opportunity	24	64.15	46.06	298	296	0.05	0.82	0.134

Source: Field Survey, 2023

Table 6 revealed that the calculated value of (r) 0.80 is greater than the table value 0.134 at 0.05 level of significance. Since the calculated value of (r) is greater than the r-critical value, the null hypothesis: there is no significant relationship between technical skills possessed by Business Education graduates and employment opportunity is rejected and the alternative: There is a significant relationship between technical skills possessed by Business Education graduates and employment opportunity accepted.

Table 6: Pearson Product Moment Analysis on the Relationship between Technical Skills and Employment opportunity

Variable	$\sum x$ $\sum y$	$\sum x^1$ $\sum y^2$	$\sum xy$	N	df	Sig.	t-cal	t-crit
Personal Entrepreneurial Skills	16.29	44.26						
Employment opportunity	24	65.51	43.4	298	296	0.05	0.80	0.134

Source: Field Survey, 2023

Discussion

The results revealed that business management skills such as planning skills, decision making skills, negotiation skills, the ability to control business, human relation skills and accounts recording skills were possessed by Business Education graduates for employment generation to a moderate extent. This point is in agreement with the study of Okoro (2013) who noted that Business Education programme equip graduates with business management skills that will enable them create new enterprise. The finding of this study is also supported by Epelle et al. (2017) who identified business management skills as; planning and goal setting, decision making, human relations, marketing, accounting, finance management, control, negotiation, venture, launching, growth management needed for employment generation. Ogwunte and Ile (2017) also noted in their study that Business Management Skills include the ability to supervise business effectively, ability to source funds for running of small-scale business knowledge of business registration, ability to plan for small-scale or medium-scale business, ability to develop skills of keeping accounting to redefine risk as opportunity to make use of the expertise, ability to handle crises whenever they occur, ability to identify and use market opportunities, ability to set appropriate goals, and ability to manage customers and maintain business ethics and such skills are paramount for employment in any sector of economy.

It was revealed in this study as shown in research question two that personal entrepreneurial skills such inner control discipline, innovative skills, change orientation, the ability to be persistent, flexibility skills and the ability to motivate others to work are moderately possessed by Business Education graduates for employment generation in universities in Plateau State. This fact was proven in the respondents' responses as they agreed

that personal entrepreneurial skills possessed by Business Education graduates for employment generation to a moderate extent. This finding agreed with Ogwunte and Ile (2017) who noted that personal entrepreneurial skills such as the ability to identify challenges of personal entrepreneurship, ability to understand personal entrepreneurial regulations, ability to evaluate business ideas, ability to identify business resources ability to understand the roles of commercial and development banks, knowledge of relevant markets and having self-confidence, knowledge of relevant machines, aggressiveness and resourcefulness, knowledge of relevant products, technical skills in specific areas, negotiating and marketing skills, persuasive, leadership and financial management skills and being answerable to oneself. This is in agreement with Muhyi (2017) who noted that persons entrepreneurial skills such as inner control, risk taker, innovative, change oriented, persistent, visionary leader and ability to management change are essential for employment generation.

From the results presented in the study as evident in research question three, it was revealed that technical skills were possessed by Business Education graduates for employment generation to a moderate extent. That is technical skills such as teaching, technical writing, project management; data analysis, environmental monitoring skills, technology skills were possessed moderately by Business Education graduates in universities in Plateau State. This skill also include: organizing abilities, writing skills, listening skills and team work skills. This fact was evident in the respondents' responses as they agreed that technical skills possessed by Business Education graduates for employment generation to a moderate extent. This is in agreement with Epelle et al. (2017) who noted that technical skills such as teamwork, coaching skills, listening skills, technology skills, oral communication skills, writing skills, interpersonal skills, environmental monitoring skills and organizing skills are essential for the world of work. This implies that technical skills are needed for employment generation.

Conclusion

The study revealed that Business Education skills such as Business management skills, Personal entrepreneurial skills, Technical skills and Computer appreciation skills were possessed by Business Education graduates for employment generation to a moderate extent in universities in Plateau State. Another line of evidence from the empirical findings revealed that there is a significant relationship between Business Education skills and Employment generation in universities in Plateau State.

Recommendations

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

1. University Authorities should establish a Business Education Skills Acquisition Centre to enable Business Education Students have practical sessions of course content to enhance their business management skills to function effectively as graduates in the world of work.
2. Employers of labour should ensure that Business Education graduates are adequately utilized and their technical skills measured. This will motivate them to improve their skills to function more skillfully in the world of work.
3. Curriculum Designers of Business Education should include a compulsory six months personal entrepreneurial skills training programme for graduates of Business Education to enable them become highly-skilled individuals in their future work place.

References

- Achibong, I. A., Ogbeji, J. E. & Obildem, F. A. (2010). ICT Competence among Academic Staff in Universities in Cross River State, Nigeria. Retrieved from <http://www.ccsenet.org/ciscomputerandinformationsscinee>, 8th November, 2019.
- Ajagbe, A. A. (2021). Quality business education: A tool for creation and self-reliance. *International Journal of Science Technology*, 2(1), 385-394.
- Ajoma, E. (2021). Business education in Nigeria for value reorientation: A strategic approach for poverty alleviation and national development. *Journal of Educational Research and Review (JERR)*, 6(4), 41-48.
- Ajua B. C. (2020). Business education: Relevance and functionality in Nigeria philosophy of education. *Business Education Journal*, 3(2), 116-121.
- Aliyu, M. M. (2013). Subject method for business teachers. Kaduna: Sunyo A. J. Global Limited.
- Allison, M. M. (2016). Computer skills essential to break poverty cycle. Retrieved from <http://pdfserve.golegroup.com/pdfserve/getitem/>, 30th May 2019
- Bumalay, E. L., Sulabo, E. C. & Ragus, O. (2008). An analysis of the personal entrepreneurial competencies of students: implications to curriculum designing of entrepreneurship programme. *Research and Development Journal*, 16(2), 127-134.
- Dambo B.I. & Nwauzor O. (2023) Business Education Skills and Employment Generation Among Graduates Students in Rivers State Universities. *International Journal of Business & Law Research*. www.seahipaj.org ISSN: 2360-8986. DOI: 10.13189/ujer.2013.010317
- Epelle, B. Orlu, G. C. & Okparanta, R. (2017). Effect of entrepreneurship education on business education students for national development. *Rivers Business Education Journal*, 2(1), 129-137.
- Esene, R. A. (2017). Challenge facing office educators in the implementation of office technology and management curriculum and new technologies in polytechnics in south-south geo-political zone of Nigeria. *World Educator Forum* 1-20.
- Farley, A. (October 1, 2019). Technical Skills. Retrieved from <https://www.investopedia.com/items/t/technical.skills.asp>, 10th October 2019.
- Gilakjani, A. P. (2013). Factors Contributing to Teachers' Use of Computer Technology in the Classroom. *Universal Journal of Educational Research*, 1(3), 262-267.
- Ibelegbu, N. A. (2013). Information and communication skills needed by business studies teachers in junior secondary Schools in Adamawa State. An Unpublished Masters thesis submitted to Department of Vocational Teachers Education, University of Nigeria, Nsukka.
- Indeed Career Guide. (January 3rd, 2020). Business management skills, definitions and examples. <https://www.indeed.com/career-advice/career-development/business-management-skills>.
- International Labour Organization (2020). Employment Generation. Retrieved from https://www.ilo.org/jobspact/policy/WCMS_DOC_GJP_ARE_EMP_EN/lang-en/index.htm. 21st September, 2020.
- Lawal, A. (2014). Capital structure and the value of the firm: evidence from the Nigeria banking industry. *The Journal of Accounting and Management*, 1(1), 31-41.
- Muhyi, H. A. (2017). Personal entrepreneurial skills in small-scale industries in Baros District, Sukabunmi City. *Review of Integrative Business and Economic Research*, 6(3), 295-300.
- National Open University of Nigeria. (2008). Business education methods, Lagos: National Open University of Nigeria.

- Muhyi, H. A. (2017). Personal entrepreneurial skills in small-scale industries in Baros District, Sukabunmi City. *Review of Integrative Business and Economic Research*, 6(3), 295-300.
- National Open University of Nigeria. (2008). Business education methods, Lagos: National Open University of Nigeria.
- Ogwunte, P. C. & Ile, C. (2017). Management and entrepreneurial competencies expected of Business Education Graduate workers to handle entrepreneurship challenges in Rivers State. *Rivers Business Education Journal*, 2(1), 99–107.
- Ogwunte, P.C. (2016). Strategies considered effective by business teachers in South-South, Nigeria for teaching new business subjects in secondary schools. Unpublished Ph.D, Dissertation. Faculty of Education, Nnamdi Azikiwe University, Awka.
- Okenwa, O. (2018). Policy framework and strategies for entrepreneurship development for Nigerian universities. A paper presented at the national sensitization workshop of entrepreneurship development in Nigeria universities organized by National Commission, Abuja 21st June.
- Okoro, J. (2013). Strategies for enhancing the functionality of business studies in the universal basic education programme in South-South Nigeria. *Journal of Education and Practice*, 4(17), 131-136.
- Okoro, J. (2013). Strategies for enhancing the functionality of business studies in the universal basic education programme in South-South Nigeria. *Journal of Education and Practice*, 4(17), 131-136
- Ubulom W. J & Ogwunte P.C (2017) Evaluation of Teacher-centered and Learner-centered methods for Instructional Delivery of Senior Secondary Schools Financial Accounting in Rivers State. *International Journal of Innovative Finance and Economics Research*, © seahi publications, www.seahipaj.org ISSN: 2360-896X
- Ubulom, W. J. & Dambo, B. I. (2016). An evaluation of the objectives of the undergraduate business education degree programmes in some Nigerian universities. Evaluation and program planning. *International Journal of Innovative Social Science Education Research*, 4(1), 26-35.
- Yusuf, S. A. (2014). The informal sector and employment generation in Nigeria. Retrieved from <https://mpr.aub.uni-muenchen.de/55538/>. 21st September, 2020.