

# Influence of Business Education Programme for Acquisition of Skills by Students in Public Universities in Enugu State for Employment

Ezeamama, Martin C. (PhD)<sup>1</sup>, Ogbuify Chrysantus Chinonso<sup>2</sup>, Ozougwu Kizito<sup>3</sup>, Nwankwo Linda<sup>4</sup>

<sup>1</sup>Department of Accountancy and Finance, Spiritan University Nnochi Abia State

<sup>2</sup>Department of Business Education, Peace Land College of Education, Enugu.

<sup>3</sup>PeaceLand College of Education, Enugu.

<sup>4</sup>Department of Business Education, Peace Land College of Education, Enugu

Submitted: 01-08-2022

Revised: 02-08-2022

Accepted: 08-08-2022

## ABSTRACT

The study resolute the potentials of Business Education students for self-reliance on graduation in Enugu State. The study adopted the survey research design. The population of the study contained all final year Business Education students in two public universities in Enugu State, with a total population of 260. A structured research instrument titled: Business education Students' Perception On Self Reliance after graduation in Enugu State was designed by the researcher. The instrument was validated by two experts in Business Education and one in Measurement and Evaluation. The reliability of the instrument was determined using the test-retest method. The coefficient of the responses was computed using Pearson's Product Moment Correlation, which yielded a coefficient value of 0.84. Mean and standard deviation was used to analyze the research questions, while the hypotheses were tested using t-test at a significance level of 0.05. From the study, it was revealed that Business Education students in the two public universities in Enugu State have impacted right skills to students to be self-reliant on graduation with grand mean scores of 3.37 and 3.24 respectively, Business Education students in the two public universities in Enugu State that courses taught in Business Education in the higher institution prepared the students for future employment challenges with grand mean scores of 3.26 and 3.36 respectively; management of tertiary institutions should engage them in diverse innovative processes to generate new business ideas and revenue. They should also be encouraged

to seek the help of Business role models and mentors to crystallize their potential.

**Keywords:** Business Education, Entrepreneurship, Self-reliance.

## I. INTRODUCTION

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development, and provides the basis for transformation. Education is an essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe. (Mach, 2019).

Interestingly, there's a need for one to be self-reliant. Self-reliance is the foundation for independence. At first glance, independence may seem at odds with attachment. Independence seems more self-oriented than other-oriented. Self-reliance does not mean that you dismiss everyone else and only listen to yourself. It means that you look for the truth in your position and the beliefs of others. Self-reliant people judge the world around them based on a set of principles that are under continuous review for the truth. Differences are addressed through negotiation and compromise rather than dismissal. They look for the larger truth that enables them to take a piece of each person's position. Self-reliance is the ability to listen to yourself in a crowd, especially your family. It is the capacity to stand up for what you believe, knowing that it may not be well received, dismissed, or

rejected outright. Fear of disconnection or abandonment is never the basis for attachment. You form relationships where the investment in emotional intimacy is mutual and emotional learning takes place (Schoyck, 2018).

There are often times when we cannot reach out to a friend or family member. We must be able to help get ourselves through a difficult moment. Of course, support systems are incredibly necessary. However, with vocational education, graduates can be self-reliant instead of seeking white-collar jobs. Business Education is a specialized program of instruction designed to provide students with knowledge, skills, and attitudes leading to employability and advancement in office occupations as well as teaching business subjects. Thus the program equips individual students with a functional, appropriate attitude and value to operate in a particular work environment for expected self-reliance. Osuala (2009) in Amua, (2019) defined Business Education as a program of study which provides students with information and competencies which are needed in managing personal business affairs. Its courses such as book-keeping, accounting, shorthand, transcription, and typewriting relate to the modern occupational scene. Skills and knowledge learned in the above subjects are used for the day-to-day management of business affairs in society. Education is said to be qualitative when the input such as students, teachers, finance, facilities, and equipment are converted through teaching and learning (theory and practical) to produce desirable outputs. The outputs are better equipped to serve themselves and society. The quality of input influences to a large extent the quality of output. In other words, the quality of the input of entrepreneurship education such as teachers, students, and infrastructural facilities will influence greatly. (Olorunmolu, 2011).

Ezeabii (2017) defined Business Education as an aspect of vocational education that equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or self-employment. Business Education is a process of instructing a person on what happens during business transactions in offices, banks, markets, and anywhere there is an exchange of funds. It is also a type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems, and be able to have a business-like attitude useful for success in business situations. (Emeasoba, Ekoh and Modebelu, 2015)

Some contemporary thinkers in education and training conceive of business education as a

major contributor to human resource, entrepreneurial and national development. Despite these laudable roles, available indications have shown that Nigeria has been handling business education with levity (Oladunjoye, 2016; Edokpolor and Egbri, 2017). Edokpolor and Egbri (2017) added that this situation has consequently deprived business education of adequate provision of funds, qualified manpower, modern facilities, quality curriculum, and proper attention.

Business education is important for everybody. The present economic condition coupled with the high rate of unemployment in the country has greatly justified the existence of Business education in the curriculum of secondary and tertiary institutions in Nigeria. Before now, there has been increasing emphasis on discipline areas like Mathematics, English, and Science as the only important subjects in the curriculum, while there was a corresponding de-emphasis on subjects like Business education and other vocational courses which were thought to be 'frills' Robert (1983) in Odike,( 2015) Business education is important for everybody. The present economic condition coupled with the high rate of unemployment in the country has greatly justified the existence of Business education in the curriculum of secondary and tertiary institutions in Nigeria. Before now, there has been increasing emphasis on discipline areas like Mathematics, English, and Science as the only important subjects in the curriculum, while there was a corresponding de-emphasis on subjects like Business education and other vocational courses which were thought to be 'frills' Robert (1983) in Odike,( 2015)

In other words, Business education is important for an entrepreneur. The present economic condition coupled with the high rate of unemployment in the country has greatly justified the existence of Business education in the curriculum of secondary and tertiary institutions in Nigeria. Before now, there has been increasing emphasis on discipline areas like Mathematics, English, and Science as the only important subjects in the curriculum, while there was a corresponding de-emphasis on subjects like Business education and other vocational courses which were thought to be 'frills' Robert (1983) in Odike,( 2015).

Okoye and Ekereobong ( 2015) in their study also found out that some parents do not desire their children and wards to study Business education because they believe that it is meant for drop-outs or dullards. They rather prefer their children to study such courses as medicine, Law, Engineering, and so on. Most parents, therefore, employ all manner of inducements to motivate their

children to study sciences, which will qualify them to read the prestige courses in the university, without considering the children's interests and abilities. It is only the students who cannot excel in these courses that grudgingly turn to any other course, including Business education. The government also discourages the students from being interested in any other subjects other than Sciences, English, and Mathematics. Emphasis has always been on science and technology. For instance, during the employment of teachers in 1999/2000, in Enugu State, only teachers that read science subjects, including English and Mathematics were recruited. The graduates in other disciplines including Business education were rejected. This societal attitude towards Business education discourages most students from studying Business education and this leads to a paucity of professional Business education teachers in the schools. As a result of this, many unqualified teachers are employed to teach business subjects such as Commerce, Office practice, Shorthand, and typing (word processing) in secondary schools. Off course, such teachers will only teach the aspect of business study they can teach leaving the practical aspect of business study such as shorthand and typing (word processing). Ndinechi, Obayi, and Igboke (2009) in Odike (2015) noted that in many instances untrained teachers are employed to teach business studies in the secondary schools, such teachers do not possess a Nigeria Certificate of Education or first degree in Business education. They might have studied business courses in the higher institutions but lack pedagogy of teaching.

Ironically, most of the students who studied those preferred courses end up engaging in business enterprises after graduating from school or university, unprepared and ill-equipped. It is against this background that this paper is written to highlight the importance of a Business education program in equipping the recipients with both knowledge and technical skill needed for both salaried and self-employment.

The National Universities Commission embarked on the promotion of the program in tertiary institutions in Nigeria with the following objectives: Empowerment of the people (students), creation of employment, diversification in business, and Individual confidence. The objectives are promising towards reducing unemployment and boosting the economy of the nation. In the course of study, the researcher revealed that in practice, some universities simply design one or two entrepreneurial courses, taught by lecturers who have no practical experience of entrepreneurship

while students take such courses as a requisite for graduation. (Amua, 2019).

In conclusion, business education students should focus not only on teaching the disciplines but also on the essence of entrepreneurship. Therefore, entrepreneurship enhances self-reliance and employment. The Nigerian educational sector is made up of preschool, primary, secondary, and tertiary education. Students' involvement in a variety of entrepreneurial activities will enable them to be aware of their vocational preferences and attitudes towards certain occupations as they exhibit different abilities, interests, needs, values, and attitudes. This exposure will help students ensure that these behaviors are geared in the right direction of occupational selection. Such career development and awareness should begin from childhood since this is a developmental process that simply does not begin suddenly.

Self-reliance for the individual means self-employment, self-independent, and being able to take care of one's problems whether socially or economically relying on one's skills, abilities, and competencies to earn a living. For a nation like Nigeria, self-reliance means being able to take care of its citizens, relying mainly on its internally produced goods and services; it means that it is socially politically, and economically dependent on its resources with minimal or no foreign aid. But this is truly not the case in most third-world countries including Nigeria.

### **Statement of the Problem**

The problem of the study is to look into the business education students' perception of achieving self-reliance after graduation. The problem of being self-reliant is as follows: The inability to identify viable and executable projects. Capital shortage, High decrease of business uncertainty, Indifference of financial house and financial risk.

### **Purpose of the Study**

The general purpose of this study is to determine the influence of business education programmes for acquisition of skills by students in public universities in Enugu State for employment. Specifically, the study sought to;

1. Determine how business education programmes impact the right skills for students to be self-reliant upon graduation.
2. Ascertain the challenges which students face in the course of establishing their enterprise.

### **Research Questions**

The following research questions guided the study:

1. To what extent do business education programmes impact the right skills for students to be self-reliant upon graduation?
2. To what extent do courses taught in Business Education in the higher institution prepare the students for future employment challenges?

### Hypotheses

1. There is no significant difference in the mean ratings of Business Education students in Enugu State University, University of Nigeria Nsukka, and Enugu State University of Science and Technology in respect of the potential for innovative skills for self-reliance.
2. There is no significant difference in the mean ratings of Business Education students in Enugu State University, University of Nigeria Nsukka, and Enugu State University of Science and Technology in respect of achievement potentials for self-reliance.

### Method

This study adopted the descriptive survey research design. The population for the study is two hundred and sixty (260) final year Business Education students in two public universities in Enugu State. The entire population was used as a sample for the study since the population was small enough to manage. The instrument was a questionnaire; it was designed using a four-point rating scale with four response options Very High

Extent (VHE), High Extent (HE), Moderate Extent (ME), and Low Extent (LE). To determine the content and face validity of the questionnaire, it was submitted to two experts in Measurement and Evaluation at Enugu State University.

Their observations and responses were used to effect corrections on the final copy of the questionnaire. The reliability of the instrument was determined using the test-re-test method. The questionnaire was administered twice to Business Education students at the University of Nigeria Nsukka, from which the two sets of scores were obtained. The Pearson Product Moment Correlation Coefficient (r) was used to correlate the two sets of scores as a way of testing the reliability of the instrument. A coefficient of 0.84 was obtained which indicates a high level of reliability. A total of Two hundred and sixty (260) copies of the questionnaire were administered while two hundred and twenty (220) completed copies were retrieved which is 84.62 percent retrieval. The data collected were analysed using the mean statistics and standard deviation while the hypotheses were tested using t-test.

## II. RESULTS

**Research Question 1:** To what extent do business education programmes impact the right skills for students to be self-reliant upon graduation?

Table 1: Mean rating of the extent to which Business Education students in the two public universities in Enugu State impact right skills to students to be self-reliance on graduation

S/N	Questionnaire Items	(UNN)		(ESUT)		Decision
		X1	SD1	X2	SD2	
1	Business education is designed to teach knowledge and skills	3.44	0.75	3.29	0.85	Agreed
2	The acquired skills and knowledge of Business education are useful to students	3.48	0.82	3.16	0.85	Agreed
3	Entrepreneurship education is a tool for self-reliance and sustainability	3.26	1.02	3.30	0.03	Agreed
4	I prefer business/self-employment as a profession after leaving school.	3.58	0.70	3.20	1.05	Agreed
5	It is important to know about entrepreneurship education	3.07	1.01	3.28	0.90	Agreed
<b>Grand Mean/SD</b>		<b>3.37</b>	<b>0.86</b>	<b>3.24</b>	<b>0.73</b>	<b>Agreed</b>

Source: Survey Data, 2022

The result of Table 1 indicated that Business education is designed to teach knowledge and skills, the acquired skills and knowledge of business education are useful to students,

entrepreneurship education is a tool for self-reliance and sustainability, I prefer business/self-employment as a profession after leaving school, It is important to know about entrepreneurship

education, all have a mean set value  $\geq 2.50$ . However, it was generally observed that in the two public universities, respondents accepted all the items and agreed that Business Education students in two public universities in Enugu State impact right skills to students to be self-reliant on

graduation with grand mean scores of 3.37 and 3.24 respectively.

**Research Question 2:** To what extent do the courses taught in Business Education in the higher institution prepared the students for future employment challenges?

**Table 2: Mean rating of the extent to which Business Education students in the two public universities in Enugu State on courses taught in Business Education in the higher institution prepared the students for future employment challenges**

S/N	Questionnaire Items	(UNN)		(ESUT)		Decision
		X1	SD1	X2	SD2	
1	Instruction placing emphasis on the use of practical demonstration; case studies; discussion; and workshops help motivate interest in self-reliance.	3.13	0.97	3.43	0.91	Agreed
2	Given the support, entrepreneurship serves as a self-reliance avenue for the employment	3.24	0.82	3.30	0.96	Agreed
3	Ability to have the personal satisfaction that goes beyond money to spend on self	3.16	0.90	3.29	0.94	Agreed
4	Ability to develop new ideas as a commercial opportunity helps	3.48	0.82	3.30	0.96	Agreed
5	The most organization allows for Business education students industrial training and exposure to entrepreneurship	3.28	0.96	3.50	0.79	Agreed
<b>Grand Mean/S.D.</b>		<b>3.26</b>	<b>0.89</b>	<b>3.36</b>	<b>0.91</b>	<b>Agreed</b>

Source: Survey Data, 2022

From the analysis of table 2, it was shown that Instruction emphasizing the use of practical demonstration; case studies; discussion; and workshops help motivate interest in self-reliance, Given the support, entrepreneurship serves as a self-reliance avenue for the employment, Ability to have personal satisfaction that goes beyond money to spend on self, ability to develop new ideas as a commercial opportunity helps, the most organization allows for Business education students industrial training and exposure to entrepreneurship, all have a mean set value  $\geq 2.50$ . However, it was generally observed that in the two

public universities, respondents accepted all the items and agreed that the courses taught in Business Education in the higher institution prepared the students for future employment challenges with grand mean scores of 3.26 and 3.36 respectively.

**Test of hypotheses**

**Ho1:** There is no significant difference in the mean ratings of Business Education students in the two public universities in Enugu State impact right skills to students to be self-reliance on graduation

**Table 3: Summary of analysis of variance (ANOVA) on the mean response of Business education students in two public universities in Enugu State in respect of the impact of the right skill on students to be self-reliant on graduation.**

Source of Variation	Sum of squares	Df	Means of Squares	F.cal.	F.crit	Level of Sign	Decision
---------------------	----------------	----	------------------	--------	--------	---------------	----------



Between groups	2.33	2	-7.02	-5.63	3.02	0.05	Accepted
Within groups	97.5	200	0.49				
<b>Total</b>	<b>99.83</b>	<b>220</b>					

The result of table 5 indicated that the calculated F. ratio (-5.63) was less than the f-critical value (3.02) at the degree of freedom of 2 and 0.05 significant levels. Hence the null hypothesis was accepted that there is no significant difference in the mean ratings of Business Education students in the two public universities in

Enugu State impact right skills to students to be self-reliant on graduation.

**Ho2:** There is no significant difference in the Mean rating of the extent to which Business Education students in the two public universities in Enugu State on courses taught in Business Education in the higher institution prepared the students for future employment challenges

**Table 4: Summary of analysis of variance (ANOVA) on the mean response of Business education students in two public universities in Enugu State in respect of courses taught in Business Education in the higher institution prepared the students for future employment challenges.**

Source of Variation	Sum of squares	Df	Means of Squares	F.cal.	F.crit	Level of Sign	Decision
Between groups	0.18	2	2.32	0.63	3.02	0.05	Accepted
Within groups	107.5	200	0.53				
<b>Total</b>	<b>107.68</b>	<b>220</b>					

The result of table 5 indicated that the calculated F. ratio (0.63) was less than the f-critical value (3.02) at the degree of freedom of 2 and 0.05 significant levels. Hence the null hypothesis was accepted that there is no significant difference in the Mean rating of the extent to which Business Education students in the two public universities in Enugu State on courses taught in Business Education in the higher institution prepared the students for future employment challenges

informed decision freely, take action based on that decision and accept responsibility for the consequences of that action

Students' empowerment is an attitudinal, structural, and cultural process whereby students gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youths and adults. Empowering students in this study means creating and supporting the enabling conditions under which business education students can act on their behalf, and their terms, rather than at the direction of others. The enabling conditions include impacting the right skills for students to be self-reliant after graduation, determining the challenges which students face in establishing their enterprise and way forward, and determining the extent have the syllabus of entrepreneurship education provided in the higher institution prepared the students for future employment challenges.

### III. DISCUSSION

From the study, it was found that the entire respondent agreed that Business Education students in the two public universities in Enugu State impact the right skills to students to be self-reliant upon graduation. Business Education students in the two public universities in Enugu State on courses taught in Business Education in the higher institution prepared the students for future employment challenges. While carrying out this research, the researcher found out that sprang from the need to enable young people to have a say in a decision that affects them and to have lower heard voices. This will give students the economic, social, and cultural advancement of themselves and their societies, and to gain self-fulfillment. Students are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of these choices, make an

### IV. CONCLUSION

Based on the findings of the study, it was concluded that the Business Education program has been viewed in this paper as veritable as a real remedy to empowering students for global impact, their challenges, and a way forward. When business education students are trained, they explore opportunities in their immediate rural

environment instead of chasing showdowns and uncertainties in the urban centers. The development of entrepreneurship education will go a long way in creating employment, allowing students to develop their enterprising skills, empowering business education students to be job creators and not job seekers, and providing them with the necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improving the image and highlight the role of the entrepreneur in the society

#### V. RECOMMENDATION

Based on the findings of the study, the following recommendations are hereby made

- i) Government should provide much-needed infrastructural facilities in the course of study entrepreneurship education where such facilities are not in existence and ensure that existing ones are dependable, for example, electricity, machines, water, and access road network.
- ii) The government should ensure regular organization of workshops, seminars, and consultancy services as a medium whereby the entrepreneurs would be enlightened on how to invest the loan, how to manage their resources, and other tools to enhance productivity and expansion thereby creating more employment chances for the unemployed in the state.
- iii) Entrepreneurship education should be inculcated into the school's curriculum to promote human empowerment and development through entrepreneurial skill acquisition. It is a means of reducing unemployment since it is skill-oriented and employees motivated. All school programs should be geared towards providing entrepreneurial skills.
- iv) The private partners and Non-Governmental Organizations (NGOs) should be encouraged to participate in entrepreneurship education through funding or contributions in kind. This involvement should be seen by firms as a long-term investment and as an aspect of their corporate social responsibility to the nation.
- v) The students of business education should shun joblessness and criminality through the cultivation of entrepreneurial spirit and acquisition of relevant skills that will launch them into enterprise greatness and economic independence.

#### REFERENCE

- [1]. Amaewhule A.W.(2019). Entrepreneurship And Nigerian Economic Development For Poverty Alleviation:
- [2]. Ayub H (2017). Parental influence and attitude of students towards technical education and vocational training. *International Journal of Information and Education Technology*. 7(7)278-282.
- [3]. Edokpolor, J.E. & Egbri, J.N. (2017). Business education in Nigeria for value re-orientation: a strategic approach for poverty alleviation and national development. *Journals of Educational Research and Review*. Vol. 5(3):41-48. [https://www.researchgate.net/publication/317850906\\_Education\\_Skills\\_building\\_Approach](https://www.researchgate.net/publication/317850906_Education_Skills_building_Approach). SCOA Heritage Nig. Ltd.
- [4]. Emeasoba, Ekoh & Modebelu, (2015). *Fundamentals of Business Education Skills Building*, Awka. Anambra. Approach: SCOA Heritage
- [5]. Emeasoba, N. , Ekoh, A. C. & Modebelu, M. N (2015). *Fundamentals of Business*
- [6]. Ezeabii, I. C. (2017). Entrepreneurial Planning And Organizational Skills Needed By Business Education Students In Public Universities In the South East States Of Nigeria For Self-Employment. *Nigeria Journal of Business Education*.,4(2): 216-226
- [7]. Henry, C. (2013), "Entrepreneurship Education In He: Are Policy Makers Expecting Too Much?", *Education + Training*, 55(8&9) 836-848. <https://doi.org/10.1108/Et-06-2013-0079>  
[https://nigjbed.com.ng/public/journals/1/pageHeaderTitleImage\\_en\\_US.gif](https://nigjbed.com.ng/public/journals/1/pageHeaderTitleImage_en_US.gif)
- [8]. Mach, Łukasz. (2019) Measuring And Assessing The Impact Of The Global Economic Crisis On European Real Property Market. *Journal of Business Economics and Management*, 20. DOI: 10.3846/jbem.2019.11234
- [9]. National Planning Commission, NPC (2013): *Mid-Term Report of the Transformation Agenda*, May 2011 – May 2013: Taking Stock, Moving Forward. Abuja.
- [10]. National Population Commission, NPC (2013): *Nigeria's unemployment rate rises to 23.9%* —NPC, *Punch Newspaper*, October 13, 2013

- [11]. Odike, M. (2015). Business Education As A Veritable Tool For Reducing Unemployment. Enugu. <https://www.researchgate.net/publication/332728879>
- [12]. Okocha, M. (2011). Parental attitudes towards vocational: Implication for counselling. Edo Journal of Counseling. DOI:10.4314/etc.v2i1.52657. <https://www.researchgate.net/publication/272339560>,
- [13]. Okoye, K. R. E. & Ekereobong S. U (2015). Vocationalisation of Secondary Education in Nigeria: Issues, Challenges, and Prospects. Journals of Educational Research and Review. 6(30): 71-76
- [14]. Schoyck S.R.V. (2018). Reasons Self-Reliance Is the Key. Newtown
- [15]. Ugwuogo, C.C. (2013). Business Education and National Development: Issues and Challenges. Journals of Educational Research and Review. Vol. 3(4): 129