THE ROLE OF BUSINESS EDUCATION IN THE REDUCTION OF UNEMPLOYMENT IN TERTIARY INSTITUTIONS

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JANUARY, 2023

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RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF B.Sc (Ed) DEGREE IN BUSINESS EDUCATION (ACCOUNTING)

JANUARY, 2023

APPROVAL

I hereby certify that this work was carried out by **Sophia Anita OGBEBOR** in partial fulfillment of the requirements for the Award of B.Sc (Ed) degree in Business Education (Accounting option) in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

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CERTIFICATION

We, the undersigned certify and approve that this research work was carried out by **Sophia Anita OGBEBOR** with matriculation number **EDU1703760** in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city, Edo state.

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DEDICATION

I dedicate this research work to God almighty for his uncommon mercy and grace upon my life throughout my stay in this great institution.

ACKNOWLEDGEMENTS

The researcher immeasurable and profound gratitude goes to Almighty God for his care, substance, guidance, protection throughout my academic programme.

The researcher sincerely thanks and appreciation goes to her supervisor Dr. (Mrs.) H.A Olumese, for her understanding and patients she took to read through his project work.

The researcher profound gratitude goes to her mother Mrs stella ogbebor for her prayers, support, encouragement.

The researcher deepest appreciation goes to her siblings and family Bright Ogbebor, mr dennis Isaac, mrs Vivian Okhuaruarobo, my heart rob frank Alile for their guide and support all through her schooling.

Finally, the researcher wants to say a big thank you to her friends, Edebor Maureen, lysa German, Influence, Daniel, star and Isaiah for their moral and sincere support all through staying in University of Benin.

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ABSTRACT

The study investigated the role of Business education on unemployment reduction in tertiary institutions in Nigeria. Five research questions were raised to guide the study. The population of the study comprised of all 400 level students in the Department of Vocational and Technical Education in the 2018/2019 academic session with a total number of 24 students while there was no sample as the sampling size was manageable. The descriptive survey study was adopted for the study.

A structured questionnaire tagged 'The Role of Business education in the Reduction of Unemployment Questionnaire (BEERUQ) was used for data collection. The instrument was validated by the researchers; supervisor as well as two other supervisors in the Department of Vocational and Technical Education, University of Benin. The test re-test reliability method was adopted by the study to ascertain the consistency of the research instrument which yielded a coefficient of 0.75. Data collected were analyzed using descriptive statistics such as mean and standard deviation

The study concluded that Business education equips recipients with the requisite skills for them to be self -reliant thereby enhancing their standard of living. Based on the findings of the study, it was recommended amongst others that government should increase its annual budgetary allocation to facilitate the effective delivery of Business education thereby impacting students with the requisite skills for self- reliance, training and re-training of Business educators to improve their level of performance through regular and periodic seminars to impact residents with the requisite skills for self-reliance to mention but a few

CHAPTER ONE

INTRODUCTION

Background to the Study

Unemployment implies the lack of job opportunities for people, especially the young adults that make up the youth. Increasing youth unemployment rate seem to have become and this seem to contributes to the increase in young adults perpetually remaining in schools getting additional degrees simply because there are appears to be no opportunities for employment. This could lead to take marriage. In Nigeria, unemployment seem to have become one of the most serious causes of social vices in the sense that many of the business education graduates who cannot earn living are prone to social vices. They seem to look at themselves as second class citizens when they are unable to contribute positively towards economic growth of the society. This could depress and frustrate them, thus resulting in a number negative consequences (Ipaye, 2017).

Unemployment could also make the youth to get involved in drug and alcohol as well as crime, such as advance fee fraud. Adejumo&Olajubi (2009) observed that youth unemployment could result in various social vices, which include prostitution, gangsters, political thuggery, kidnapping, oil theft and many more. It is also perceived as the root cause of poverty,

restiveness , bank robbery, assassination, lawlessness and all sorts of deviant behaviors.

Skill means the ability to do something well. It is also referred to as a type of ability or a particular ability to do something. Office work skills can, therefore, mean those abilities required for carrying out the office functions very well. These office work skills are as varied as the office activities vary too. The various activities in an organization are grouped together or clustered and assigned specific job description like Sales unit, Purchases unit, Technical unit, Medical unit, Transport unit etc. Each of these units is involved in the functions of an office. These office activities form the training of business education programme.

Business education is an academic programme in higher institutions of learning including Tertiary Institutions. Osuala (1998), defines Business Education as a programme of instruction which consists of two parts -business education ; a vocational education programme for office careers and general Business Education, a programme which provides students with information and competencies needed by all managing, personal business affairs, and using the services of the business world. One of the objectives of the Business Education is to equip students with the right skills that will

enable them to engage in a life of work in the office as well as for self- employment. The Business Education programme involves three broad areas of business education, accounting education and marketing education, office management.

Business Education prepares students to enter teaching and office occupations as capable and intelligent members of the labour force. On graduation, the business education graduate is capable of being self- employed, take up a teaching job; teaching business subjects or taking up office jobs which form the main focus of this research work. Business education work skills form part of the total office work skills required for the day to day administrative activities of an office in terms of document creation, copying, editing, recording, transmitting etc. Specifically the office work skills involve the type of work done in the office and it includes receiving and dispatching mails, receiving and making calls, receiving visitors, holding meetings, typing of documents, copying of documents, duplicating, filing, storing, retrieving receiving cash and issuing receipt, paying cash, bank lodgments, making travel arrangements, bookkeeping etc. Secretarial and clerical workers are in high demand in both developed and developing economies (Garrison 1997). Every aspect of political,

social, economic, and even cultural life activities requires the functions of an office. These offices are manned by clerical and secretarial employees (business education graduates) who receive, record and process information required for carrying on the businesses of such organizations. Office skills are comprehensively used to cover a variety of routine and non - routine activities in an office.

The growth in technology in business has changed the manpower needs of many businesses as well as the functions in the offices. Many office functions are automated and this leaves the clerical and secretarial employees with non-technical skills to deal with. Therefore, the office employees must be versatile with multi-technical and people-related (psycho-social) skills in order to be relevant in today's business and the future.

Modern office jobs now require complex and greater skills and knowledge thereby making it imperative for curriculum specialists and business education programme developers to adjust their training programmes to meet the challenges of a changing work environment (Aghenta 2003 & Castaldi 2005). Furthermore, the advancement in technology has revolutionized office functions and obsolescence occurs so quickly affecting occupational structure and specific jobs skills and

knowledge. With the office becoming so revolutionized as a result of the advances in information technology where an average executive officer can play with the keyboard, and with the speculation that the advances in information technology will make redundant certain office workers, one wonder if clerical and secretarial employees are still needed in the modern office.

Statement of the Problem

In Nigeria, many youths are observed to be unemployed and poor, despite the fact that they are well educated. Some of them observed to be without hope of getting the job in the labour market, while some are under-employed. Also, some youths are observed to put into practice what they have learnt in school, because of inadequate skills acquisition, which could make it difficult for them to transit from school to the world of work. Mcgrath (2009), Kenth and Mushi (2005) observed that the skills that job seekers possess most of the time do not match the needs and demands of employers. It is however disturbing to note that youths seem to have limited chances of becoming gainfully employed after their education. This could be because government had along given more attention to business education.

The National Policy on Education (Federal Republic on Education, 1981, 1998, 2004, and 2013) all emphasized business education as the way of eradicating educational wastage. Sadly, enough, this policy has largely been operated on paper. This shows that Nigerian youths and school leavers have been prepared for liberal education and not for the world of work and this could affect them adversely in the sense that the youths could have inadequate business education skills to facilitate self- employment to help them shift from being "job seekers" to "job creators".

The poor state of the economy makes it difficult for a reasonable proportion of graduates to be absorbed. In the past, employers go about looking for qualified employees to be absorbed. In the past, employers go about looking for qualified employees, but now it is the turn of the employees to search for non-existing jobs, moving from one office to the other without any hope of securing job. Thousands of youths may be waiting to be interviewed for few vacant positions in many organizations.

Mallam (2005) observed that the reason why there is unemployment is not because of having more people than the availability of jobs, but because of the clamour for "white collar

jobs" or "government work", which is not easy to come by. Lack of job or even under- employment could lead to negative emotional feelings and stress among youths. This could kill initiative from thinking and looking for other means of livelihood in the society.

In order to tackle the problem of unemployment, there is need for business education to facilitate the acquisition of skills for employment as well as for self- reliance. This study therefore seeks to ascertain the role of business education in the reduction of unemployment in tertiary institutions in Nigeria.

Purpose of the study:

The purpose of the study is to investigate the role of business education in the reduction of unemployment in tertiary institutions in Nigeria. Specifically, the study will seek to:

1. Identify the word processing office works skills perceived as required by business education graduates for employability in the labour market.
2. Identify the office works communication skills perceived as required by business education students for employability in the labour market

3. Identify the interpersonal/human relation office work skills perceived as required by business education students for employability in the labour market.
4. Identify the management/supervisory office works skills perceived as required business education students for employability in the labour market.
5. Identify the Book-keeping/Accounting office work skills perceived as required by business education students for employability in the labour market.

Research Questions

1. What are the word processing office skills required by business education students for employability in the labour market?
2. What are the communication office skills required by business education students for employability in the labour market?
3. What are the management/supervisory office skills required by business education students for employability in the labour market?
4. What are the human/interpersonal office skills required by business education students for employability in the labour market?
5. What are the Bookkeeping/Accounting office skills required by business education students for employability in the labour market?

Significance of the Study:

The study will be of great benefits to Business Educators, National Commission for Tertiary Institutions, Ministry of Education, employers of labour and students.

Firstly, to the Business Educators, findings from the study if published will equip Business Educators with the modern skills that will enable them to teach Business education /Business education students that will empower them to fit into the world of work. This can be achieved through further studies, training, retraining and attendance to conferences, workshops and symposia.

Secondly, findings from the study will be of immense benefits to the National Commission for Tertiary Institutions to constantly review their curriculum contents to include current issues as they relate to Business education /Business education students Training especially in the provision of modern office equipment for the training of the students.

Thirdly, findings from the study will enable the government through the Ministry of Education to increase funding of business education programmes through the annual budgetary allocation to provide the necessary infrastructure, laboratories and equipment that

are necessary for the teaching of Business education in Tertiary Institutions thereby enhancing the quality of business education graduates in the country as well as eradicating the unemployment rate in the country.

Fourthly, findings from the study will also be of benefit to employers of labour in perceiving the employability skills of business education graduates that are required in their organizations. This will go a long way in increasing the effectiveness and productivity of their organizations as a result of competent manpower saddled with the day to day running of their organizations.

Finally, the findings from the study will be of benefits to students by stimulating their interest and eliminating hitherto obnoxious perception about Business education /Business education graduate as a course of study.

The findings will also serve as a source of reference materials to future researchers that seek to embark on a similar study thereby contributing to a body of knowledge on the role of business education on the reduction of unemployment in tertiary institutions in Nigeria

Scope of the Study

This study will be centred on the role of business education on the reduction of unemployment in tertiary institutions in Nigeria. Specifically, the study will exhaustively elaborate on the work skills required by business education students in Nigeria such as human relations/ interpersonal skills, book keeping/accounting skills, management /supervisory work skills, word processing work skills.

However, the study will be delimited to the 400 level business education students in the Department of Vocational and Technical Education, University of Benin in the 2018/2019 academic session.

Definition of Terms

The following terms were operationally defined in the study:

Business Education: This refers to the programme that is designed to equip students with the requisite skills for self- reliance.

Unemployment: This refers to a situation where persons who fall within the bracket of the working population are unable to find befitting work to do.

Business Education Graduates: This refers to a group of individuals who have been enrolled in the business education programmes and are equipped with skills for self- employment.

Curriculum: This refers to the agglomerates of learning experiences designed to equip students with the requisite skills for self- reliance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literatures and is treated under the following subheads:

- Theoretical Framework
- Concept of Business Education
- Office Work Skills
- Word Processing Office Work Skills
- Management/Supervisory Office Work Skills
- Human/Interpersonal Office Work Skills
- Bookkeeping/Accounting Office Work Skills
- Review of Related Empirical Studies
- Summary of Reviewed Related Literature

Theoretical Framework

The theoretical framework that will be adopted by this study is

Human Capital Theory

The human capital theory (Becker, 1974) argues that education increase individuals' productivity, which consequently enhances job performance. As such, education provides marketable skills and

abilities relevant to job performance, and thus the more highly educated people are; the more successful they will be in labour markets in terms of both incomes and work opportunities (Yuzhuo, 2013). This theory does not lean much towards the acquisition of generic skills to succeed in the workplace; it focuses more on the educational knowledge acquired through higher education to be successful in work. This is true you cannot apply human resource functions in the workplace if you do not have the technical or theoretical knowledge of it, but the point is you do not apply them in the air, you deal with people because that is the nature of the human resource profession, you will need both set of skills for success.

One of the most important ideas in labor economics is to think of the set of marketable skills of workers as a form of capital in which workers make a variety of investments. This perspective is important in understanding both investment incentives, and the structure of wages and earnings. Loosely speaking, human capital corresponds to any stock of knowledge or characteristics the worker has (either innate or acquired) that contributes to his or her "productivity". This definition is broad, and this has both advantages

and disadvantages. The advantages are clear: it enables us to think of not only the years of schooling, but also of a variety of other characteristics as part of human capital investments. These include school quality, training, attitude towards work, etc. Using this type of reasoning, we can make some progress towards understanding some of the differences in earnings across workers that are not accounted by schooling differences alone. The disadvantages are also related. At some level, we can push this notion of human capital too far, and think of every difference remuneration that we observe in the labor market as due to human capital. For example, if I am paid less than another Ph.D. that must be because I have lower "skills" in some other dimension that's not being measured by my years of schooling - this is the famous (or infamous) unobserved heterogeneity issue. The presumption that all pay differences are relate to skills (even if these skills are unobserved to the economists in the standard data sets) is not a bad place to start when we want to impose a conceptual structure on empirical wage distribution.

Reward Employee Theory

Reward employee theory by Spatan and Spetan (2004), denotes that companies have moved towards a performance based pay system

where employees with more potentials and competencies earn more wages and salary than those with less potentials. Employers are moving towards differentiating employee rewards in accordance with their performance, in order to minimize their personnel costs focusing on employees with the greatest potential and those with the skills and competency most valuable to the company pay the employers most.

Furthermore, in a research conducted in 2006 in Towers Perrin China Staff Council Pulse Survey, according to Spatan and Justice the report showed that 84% of human resource managers perceived competencies as essential to accomplish the goals of their company. The survey also indicated that more than 75% of companies preferred to pay employees in terms of key criteria in determining base increase and actual bonus payments rather than giving across-the-boards/standard increases and payout. The survey also showed a surprising pay gap of 200% to more than 300% between the average performer and high performer in best practice companies. Furthermore, the survey suggested that the connection between competency potential and rate of pay will be more significant as more and more

companies focus on retention and limit awards under their long term incentive.

Buhler and Ganzel (2010), maintained that office work skills were the key in determining the actual tasks being performed because soft skills such as emotional management ability led to superior performance more than did intelligence. In line with the continuously changing business environment, competent professionals should not only have adequate professional knowledge and be proficient at task-oriented skills, but also be sensitive to changes and adapt to the new challenges in the workplace. Svlaranaman (2000) observed that thinking skills such as analytical thinking, problem solving, and planning have become more important in tackling contingencies when jobs change unpredictably. As the office and business environment becomes increasingly knowledge-oriented, jobs require employees who. can think, make decisions, conceptualize, analyze and resolve problems, implement new ideas, communicate well and adapt to change. Therefore, numerous contemporary social movements and educational authorities have become proponents of building strong character. Spatan and Justice maintain that, it is only those employee

who possesses the competency with skills that the changed market environments demands that can only survive this trend.

Matching Theory

The matching theory was proposed by Coles and Smith (2008), this story connotes that employers should be fully involved in course design and curriculum planning and development of the institution for future employment purpose, employers should be involved in providing material and ideas for student projects and giving guest lectures from time to time to update the school administrators on the trend of employment and skills that employers are currently after. This theory is applicable to the study of office work skills in business education such that, when students have a direct link to the industry and fully engaged in the industrial activities before graduation they tend to acquire the relevant skills employers actually needed. The coming together of industries and school administrators will discourage mismatch of skills and encourage skills acquisition giving room for massive employment. There is a clear atmosphere for bridging the gap between theory and practice i.e what students are taught in school and what they will experience in the industry. Employer's involvement in the curriculum planning and development

exposes them to the possible skills that students will possess during and after schooling and also create room for amendment and adjustment if skills acquired are not economy driven. This relationship between the school and the industry will help employers for proper placement of student after graduation. In some cases this employer involvement occurred through formal membership of course advisory panel; in other cases it largely depended on personal contacts between employer representatives and university staff.

Matching theory also encouraged skill acquisition through Student Industrial Work Experience Scheme (SIWES), they believed that, when students are sent to industries for attachment for a period of time, students would be exposed to the real skills needed in the world of work. This period stands as a training period for students to put the skills acquired in the institution into practice. Within this period of attachment employers train and teach students on the technical-know-how of operations in the industry. The rules and regulations guiding operations of machines and facilities in the industry are reviewed to students, students on their own also detects areas of lapses and make necessary adjustment to acquire the needed skill before graduation. It is therefore, necessary that undergraduate

curricular in business education should include more opportunities to integrate class room instructions with actual working environment. Potential employers should be made aware of the nature of opportunities available to the students as a part of their curriculum to enhance team work and presentation skills and other personal development activities. The theory further stipulates that, there should be check mating team to evaluate skills possessed by students and the skills the employers needed. The constant evaluation of students during schooling or training period will help in redirecting students from acquisition of wrong skills perhaps, if there is a mismatch skill already acquired. At this study early stage, i.e during the schooling process, students are flexible and can take immediate corrections before going into the world of work for utilization of the skills acquired.

Sequel to the above theories expatiated upon, the reward employee theory by Spatan and Spartan(2004), will be the theoretical framework adopted for this study, it is so to be because the theory reviews the end result of every office works skills during the schooling system to work place in the nearest future. With the adaptation of this theory it is clear to business education graduate

that more office work skills possessed more productivity and more wages/salary earn. On the other hand, less work skills possessed low productivity and less pay or no pay. It is therefore, advisable to all graduates of business education graduate in Delta state to be filled with office work skills requires by employers of labour to successfully stay in tune with the routine and clerical activities and receive the highest pay as the workforce demands.

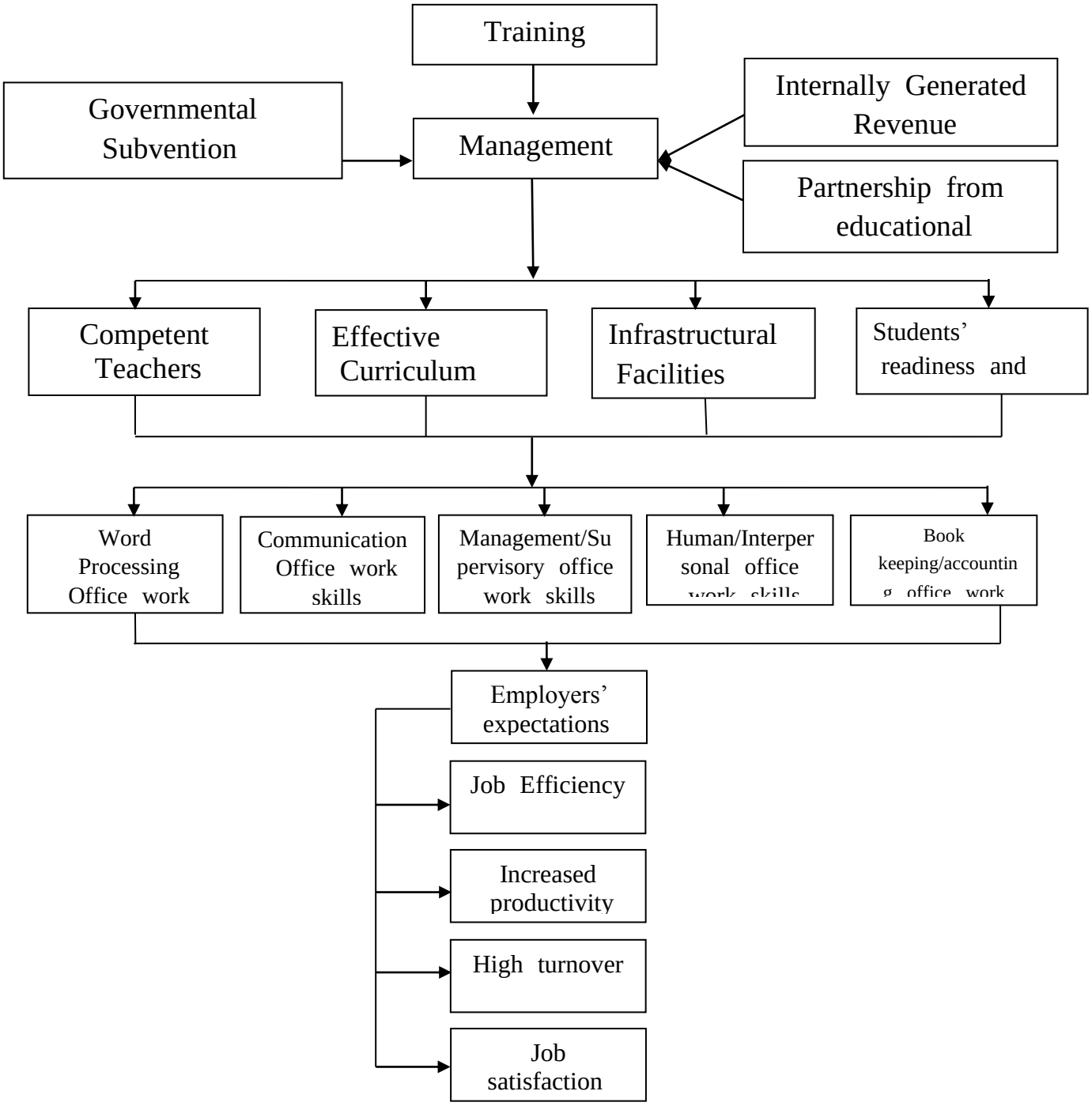

Fig 1: Spatan and Spatan 2004

Concept of Business Education

Business Education like some other disciplines do not have a single universally accepted definition. As a result, scholars have attempted various definitions according to what they believe education in business should set out to achieve. Shield (1930), defines business education as economic education not of the academic sort, long in theory and short on fact, but that which gives the student knowledge of basic realities of business life and relationship. Dane and Brinkman (1961), state that Business education consists of that group of related, occupationally focused and general education subjects, systematically arranged, which are prescribed for possible clarification in a field. Osuala (1981), posits business education as a programme of instruction which consists of two parts -business education ; a vocational education programme for office careers and general business education; a programme which provides students with information and competencies needed by all managing, personal business affairs, and using the services of the business world. Lomax (1964), refers to business education as that field of education which deals with business experience both for specialized occupational uses and for general use.

The National Committee of Education in United States (1963), defines business education as "that part of educational process which concerns itself with vocational preparation for a career in teaching business and also with business information important for every citizen and consumer in order that he may better understand and use his business and economic surroundings. Anao (1986), asserts that business education produces manpower that possesses the requisite knowledge, skills and attitude for harnessing other resources and bringing them into cooperative relationship to yield the goods and services demanded by the society for the satisfaction of their wants and needs. Anyaduba (1986), defines business education as education for and about business.

The National Policy on Education (1981) revised (2002) did not attempt any definition of business education for obvious reasons. In the first place, business education is considered as aspects of technical education; hence, the definition of technical education in the policy also applies to business education. According to the policy, technical and vocational education is used as a comprehensive term referring to those aspects of the educational processes involving in addition to general education, the study of technologies and related

sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Furthermore, Azuka (2000), sees business education as a programme of studies, which aims at creating awareness in business occupations, preparing youths for work in business occupation, preparing people to become better citizens and consumers of goods and services, and preparing business teachers. From the foregoing, business education therefore prepares youths for vocation and also furnishes them with relevant information concerning their lives both as citizens and as individuals. In the first instance, it develops in them skills, attitudes and abilities that are relevant to securing jobs in the business world. Secondly, it gives them insight into general business information that will make them efficient and rational purchasers and consumers of business products. Implicit in these definitions are the facts that business education is not necessarily restrictive. The principles and techniques of business education are needed by all in all walks of life for use both for vocational and non-vocational reasons. Business education can therefore be

departmentalized into general business education (education about business) and vocational business education, (education for business).

The general business education is an aspect of the business education programme, which prepares the citizenry for basic or general knowledge about business activities. There is need for such knowledge because consumers need it in order that they may select wisely from the vast quantities of goods and services available. A case worthy of mention here is the massive enlightenment by National Agency for Foods and Drugs Administration and Control (NAFDAC) in Nigeria on drugs intake. Many people have become knowledgeable and conscious of the kinds of drugs they take and far most important being conscious of the expiry dates. There is also an increase in investment in securities in the recent time resulting from Indigenization Policy of 1973 and recapitalization in the banking and insurance industries.

In order to make these reforms successful and to make Nigerians participate actively, they need to acquire enough business knowledge to guide them. General or basic business knowledge is made accessible to all citizens in the society to make them better consumers of goods and services.

Commenting further on the general business education, Osuala (2004), notes that the complexities of modern societies demand a type of education that can equip the individual in the society with knowledge that can make him highly functional in the society. He further states that the colonial systems of education in Nigeria had either or no regard for general business knowledge of citizenry. General business is fundamentally education for the development of the economic understanding and as such general business knowledge is very essential for every Nigeria citizen.

Secondly, vocational business education is a more specialized aspect of business education aimed at preparing youths for jobs in book-keeping and accounting occupations; office occupation, general and clerical occupations and marketing occupations. Vocational business education is therefore designed to develop special competencies in marketable business skills and techniques (Roberts 1989).

Objectives of the Business Education

The philosophy and general objectives of Nigerian teacher education form the basis for the aims and objectives of Business Education Programme. For instance, the National Commission for

Tertiary Institutions (NCCE) 1990, Revised (2002), minimum Standards states that the philosophy of business education is to make business educators understand the concepts and philosophy of the National Policy on Education as it relates to business education and the importance of business education in national development. Based on this philosophy, the objectives of Business Teacher Education at the NCE level are to:

a) produce well qualified and competent graduates in business education who will be able to teach business subjects in our junior secondary school. The business subjects are Commerce, Bookkeeping, Office Practice, Shorthand and Typewriting, (coordinated as Business Studies.)
b) produce business teachers who will be able to inculcate the vocational aspects of business education into the society.
c) produce business teachers who will start the much desired revolution of vocational development right from the primary and secondary schools.
d) produce students in business education with necessary competencies so as to qualify them, for post degree programme in business education.

e) to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Concept of Unemployment

Unemployment in Nigeria today is becoming a threat. According to Agbodike (2012), the issue of unemployment is a global problem and it has been described as a major impediment to social progress. Alanana (2003) stated that unemployment in Nigeria is not a recent phenomenon rather, it is a national issue as well as a threat to the nation. Okechukwu (2014) indicated that global unemployment has been projected to reach over 215million by 2018 and experts fear that Africa, particularly Nigeria's share of the global scourge might increase disproportionately with attendant unsavoury consequences.

Unemployment arises as a result of insufficient and non-availability of jobs to correspond with the growing population, even those who are employed sometimes live with the fear of being unemployed due to job insecurity and retrenchment of workers. It will be pertinent to state here what the term "unemployment" means.

According to Pertinger (2010), unemployment is defined as a situation where someone of working age is not able to get a job. It

is a condition of being without a job. Similarly, Dalhatu and Bagaji (2014), indicated that unemployment is the percentage of the labour force that is without job. This means that unemployment is the total percentage of persons who want to work but cannot find work. The International Labour Organisation (ILO), in another definition stated that unemployment is the proportion of the labour force which was available for but did not work for at least one hour in the week preceding the survey period. The National Bureau of Statistics (NBS) in a similar vein, defined unemployment as the proportion of the labour force that is available for work but did not work for at least 39 hours in the week preceding survey period. The definitions above all point to one singular fact about unemployment which is, that a person is without a job. For an individual to be unemployed, it can take on different forms.

Unemployment can either be voluntary or involuntary. It is voluntary employment when an individual chooses not to work probably because he/she has a means of support while involuntary employment exists when persons who are eligible and willing to work at the prevailing rate of pay are unable to find work (Agbodike, 2012). The type of unemployment all over the world today and

Nigeria in particular is involuntary employment where persons are willing and ready to work but cannot find work to do. It will be worthy to note here that as at the end of the first quarter of 2016, according to the N.B.S (2016), the unemployment rate stood at 12.1% as against 10.9% in December 2015. This increase in the unemployment rate clearly indicates that Nigeria is faced with the problem of unemployment.

However, there are speculations from different corners that the unemployment rate as provided by the NBS is not correct going by the population of the unemployed in the country. Some experts argue that given Nigeria's penchant for poor record keeping, the unemployment figure can be as high as 37.7% (Okechukwu, 2014).

Recently, the Central Bank of Nigeria stated that 80% of Nigerian youths are unemployed and added that unemployment remains a severe threat to Nigeria's economy. The threat of unemployment to Nigeria as a nation is uncontrollable and it has much negative impact on the nation's economy.

Agbodike (2012) asserted that the impact of unemployment is uncontrollable even in developed countries like France, USA and

Germany. Ajufo (2013) supports that the unavailability of job opportunities among youths especially graduates have been identified as one of the major factors responsible for youth restiveness and other social vices including armed robbery, prostitution, destitution and political thugs. In Nigeria, the impact of unemployment can be seen in different areas of the society. Some of such areas are increase in dependence ratio, child trafficking, drop in the nation's economy, advanced fee fraud also known as "419" amongst others. Unemployment indeed is ravaging the nooks and crannies of Nigeria and the major causes of unemployment in the nation today are educational policy/ lack of skills, technological advancement and corruption. These causes were enumerated in a research carried out by Agbodike, 2012 titled "The Impact of Unemployment on Nigerian Economy".

Work Skills

The concept of skills has been explained by many authors. Hornby (1992), defines skill as the dexterity in doing things or in performance or in application to practical purpose, an ingenuity, wisdom and knowledge in carrying out a function. Osuala (1995) refers to skill as an activity that requires controlled physical

movements to be made under the guidance of the mind, which receives its stimulus through sensory input. Therefore skill is acquired attitudes and behaviours after an exposure to theories and practices in the field of study. Skill is the ability to do something with a degree of proficiency resulting from certain behaviour pattern in respect to smoothness, speed and accuracy. Okorie and Ezeji (1998), explain that possession of skill is to demonstrate the habit of acting, thinking or behaving in a specific activity which has become so natural to the individual through repetition or practice such that it becomes automatic. The Webster Encyclopedia Dictionary (1994), defines skill as the ability coming from ones knowledge, practice, and aptitude etc. to do something well. Central among these definitions is the idea that skill could be regarded as ability, which is an outcome of learning and practice to the point of perfection, which could be applied subsequently by the learner. The result is accuracy in carrying out a task through organized learning and repetitive practice. Acquisition of skills exposes the learner to the specific skills or relevant activities embodying the skills.

Okorie (1998), states that skills are required when procedural instructions are matched with performance activities. Repetition is the

watchword. For skills to be acquired and developed, there must be opportunity for participation and practice of such skills under real life condition. To acquire and develop skills, Okorie and Ezeji (1998), further states that three (3) factors are involved namely imitation, repetition and participation. Similarly, Hauston (1970), lists among others processes of skill acquisition and they are:

a) observation - students watch the skill operation performed by the teacher in real life to enable them form concept. Observation is invaluable in the development of skills;
b) imitation - students follow example of what the teacher has done through demonstration and learning by doing;
c) manipulation - this means to operate, handle for example the act of receiving or attending to visitors and clients. This is demonstration practices;
d) performing - carry out the activities taught and would be guided on what to do;
e) perfecting - this is the highest form of skill acquisition process. After much practices, the students become conversant with the demands and tasks of the operation. They become experts and saleable.

Olaitan (1994), opines that instructions are not completed until students have used the abilities and skills being taught. Okorie (1998), states that if education is preparation for life and if practically everyone's life and opportunities for self expression and fulfillment include work and skills possessed, then only the successfully employable are successfully educated and skilled.

Thus acquisition and development of work skills would help the learner among others to cultivate a right attitude to work, have a good sense of duty and respect for the dignity of labour, be self-sufficient and self-reliant, that is, prepare the learner to be worthwhile business owner, acquire saleable skills, prepare the learners to be effective employees in the business world. A skill is a learnt response in actions, words or deeds to objects, situations and issues. Once learned, the skills are relatively permanent and people become efficient in performing these skills in everyday living.

Office work skills can therefore be referred to mean those abilities to carry out the office functions very well. These office work skills are as varied as the office activities vary too. According to Foster (1984), office skills maybe used comprehensively to cover a variety of routine and non routine activities in a business office.

Office activities are clustered as word processing skills, communication office skills, management/supervisory office skills, interpersonal/human relation office skills and bookkeeping office skills.

Word Processing Skills

Word Processing is the handling of alphabetical and alphanumeric information electronically. According to Kantos (1981), the term was coined to emphasize the manipulation of certain types of data, characters combined to form words, sentences, paragraphs, memos, letters and reports. A word processing system comprises equipment, procedures, and people whereby thought and ideas are expressed and distributed in hard copy (paper) and/or soft copy (CRT screen) form. The equipment itself (the word processor) consists of a keyboard, an electronic memory, a display screen and a printer. Text is typed on the keyboard, but instead of being printed, it is entered into the machines electronic memory. The business education graduate/typist can see the material on the screen and check it as she types it in. She can also use the keyboard to display the text on the screen and to enter corrections and amendments. Once the document is entered and corrected, it can be printed out on the printer. Text

can be held in the machine's memory and printed out later with or without amendments.

Azuka (1997), lists word processing functions as standard editing functions (insert, delete, amend), text enhancement (centering, bold, fonts), block operations (copy, re-copy, move, deletion), text manipulation (search and replace, arithmetical functions, word counts, auto-referencing), text formatting (tabs, margin, arithmetic tabs), graphics (diagram, photograph, desk-top publishing and mail merged (keyboarding, file). Speaking on the importance of Word Processing/Modern office machines, Nwogwugwu(2002), notes that many years ago, the need for modern office machines, and equipment did not arise. This was mainly because, the business education graduates then could make do with the manual typewriters, manually operated photocopying and duplicating machines and other office equipment operated manually to do their work irrespective of the length of time and energy they exert in doing so, especially if they are engaged in narrow and non-competitive business. The inaccuracies, inefficiencies and non-standardization of these machines notwithstanding, once these traditional business education graduates were able to take down dictation in shorthand and transcribe same on

the manual typewriter, they would be satisfied that they have done their work.

But now, the role of the secretarial staff in today's office has risen beyond the traditional role of taking dictation in shorthand and transcribing on the typewriter. According to Marshall (1988), the business education graduate possesses mastery of office skills and ability to assume responsibility; the business education graduate displays initiative, exercise judgment and makes decisions in today's office. The secretarial profession has become more vast and highly demanding than it used to be in the past, hence the need to change from the use of archaic and slow manual office equipment and machines to highly sophisticated ones which include information technology resources and internet development and enhance their productivity and efficiency in the office. There are new ways of doing office work, which would become too cumbersome without the use of these modern machines.

As new business and job opportunities are generated every day, there is the need for business education graduates to match the new challenges by acquiring new skills and competencies for the operation of these new technologies. Business education graduates who are not

well equipped in terms of new skills and competencies, knowledge and abilities required for today and tomorrow's office are sure to be embarrassed as their inadequate skills will render them redundant or even throw them out of job.

In a society that is in a state of technological flux such as ours, it is compelling to monitor from time to time skills that employers of labour want so as to achieve maximum productivity. To achieve this, every work or production process requires specialized skills and competencies. Secretarial skills are those abilities that enable the business education graduate perform office duties most effectively. In a dynamic society such as ours, things change fast. Techniques and technology easily become obsolete, making fresh demands on new skills and procedures. This calls for constant monitoring so as to bring about necessary retraining towards the acquisition of match skills. Therefore, skills required of business education graduates need regular evaluation for currency and update to meet the change of time technologically.

The need for computer and word processing skills to be possesed by business education graduates have been over flogged by business educators for obvious reasons. Of course to be relevant in

today's office, computer literacy is a must for all business education graduates and business educators because computer has simplified, through mechanization, all aspects of office functions and secretarial procedures. Even the much talked about paperless office of today is possible through the use of computer.

The acquisition of computer and word processing skills will lead to the following benefits.

- Reduce the length of time required to do work
- Ensure accuracy and efficiency
- Eliminate drudgery
- Ensure standardization of work
- Accelerate the speed and capacity of office work done.

Furthermore, Owens (1982), emphasizing the need for new skills stated that the modern business office has gone through great metamorphosis, and that automation and the changes it brought to the business office are greatly altering the skills required by employers. Nwosu (1987), quoting (Invarie, 1980; Stilt, 1982; Kanu, 1987 and Michael, 1987) states that knowledge of the new technologies is considered indispensable for the modem business education

graduate'.Idih (1998), notes that Nigeria is fast moving into the 21st Century with its constantly changing technology.

Youth would be able to face the challenges of the electronic era and the future demands of employers are highly needed.

Agomuo (1997), states that due to the dynamic nature of the office, the role of the business education graduate has continued to assume added dimensions. He observed that for large organizations today, the business education graduate can lend administrative support to the executive by handling many time-consuming duties and tasks such as compiling and organizing information for reports and long memorandums, maintaining confidentialities, disseminating information relating to administrative policies, researching data for presentation to be given by the executive, composing and dictating certain letters, and performing any other duties delegated by management. Osuala (1998) added that most of the activities of the office such as accounting, mail handling, filing, telephone switching systems, reprographics etc. are now performed by self-regulating machines. The business education graduate however, controls most of these machines.

Ditaranti (1983), points out that the role of business education graduates in tertiary institutions has begun to splinter. They now include:

- The word processing business education graduate who keyboards;
- Correspondence and other business papers
- The correspondence business education graduate who originates out materials
- The financial business education graduate using microcomputers to handle payments, petty cash funds, etc.
- The data processing business education graduate who handles inventory of office equipment and attendant repair service and contract.

Still, Obijole (1998), comments on the current state of secretarial training stressing the need for a change. Obijole states that the work of the professional business education graduate has changed from the traditional office routine of handling mails manually to the application of modern office techniques and the use of sophisticated office equipment in the processing of information.

Interpersonal /Human Relations Skill:

The importance of Interpersonal/human relations skill in any work environment cannot be over emphasized; as such work place environment is a collection of different kinds of people who interact on daily basis. These groups of people include the employers, employees, visitors, contractors etc. How a staff is perceived by the employer and co-workers and even visitors to the office plays a large role as minor as your day to day happiness at the office and as major as the future of your career. No matter how hard you work or how many brilliant ideas you may have, if you can't connect with the people who work around you, your personal life will suffer. The secretarial staff personal appearance is very important. She must put on a friendly smile, tidy, smartly dressed, well manicured, and polished with light fragrance. She must be dependable; exercise good judgment, no gossiping, knows how to tactfully and respectfully dismiss callers who the boss does not want to see. The views of Adeniran (1996) and Onasanya (1990) do not differ in the appearance of a business education graduate and good character traits. She must be smartly dressed as her personal appearance makes a favorable impression upon her employer, her associates, clients and office workers. She maintains good health, feed well, and look good with

carriage of self-esteem and good comportment. They emphasize that physical appearance is very important, facial expressions, gestures, hesitations and eye contact. Every individual has several selves such as the self- esteem, the arrogant self, the modest self, the lazy self, the gentle and meek self, irritable self and so on. The business education graduate should display the modest self with self-confidence. They noted that from time immemorial, a woman much more than a man has been judged by her personal appearance, which must be pleasing. Oyemode (1993), agrees with the authors that a business education graduate needs to be skilled, intelligent, honest, smart and fluent in communication.

Ogbechie (1991), expresses concern that there is a gap between students' actual performance and the performance required to succeed in occupations of their choice. He states that the area which is lacking is students' willingness to perform on the job and his inability to get along with fellow men both at work and in his every day life. The inability to get along with other people as a result of tension or conflict in the office between co-workers/superiors is expensive because it cuts down on productivity and adds to operating costs. The inability to interact with clients can make the organisation loose

business amounting to millions of naira. He opines that any deficiency in technical skills can be remedied but an employee who lacks affective work skills and sensitivity is a liability rather than asset to the organisation. Nwosu (1998), states that an ideal business education graduate needs to have among others certain character and personal traits dependability, loyalty, vigour, initiative, courtesy, judgment, honesty, resourcefulness, adaptability, tact and common sense. Fasusi (1991), maintains that the business education graduate's role is both technical and psycho-social in nature and that the psycho-social skill has assumed significant height in recent times. The technical can be learnt in school while the psycho-social skills are acquired from working experience and innate abilities. For example, a girl who is an introvert and does not like meeting people would not be a successful sales girl or public relations officer. Also if a girl is inhuman or does not have feelings for people or has no milk of kindness in her, she would not be a good nurse - no matter the technical training. These psycho skills are affective work skills, which would help the business education graduate function efficiently and effectively. She believed the duties might extend beyond the office to the homes, families and friends of the boss. For example, sending

Christmas birthday, invitation and anniversary cards to family members, friends, colleagues and acquaintances. The secretarial staff needs to keep the list of names, addresses and dates of such persons to constantly remind the boss. Choosing, buying and wrapping presents for these people, arranging social gatherings, cocktails, send-forth and dinner. Fasusi (1991), emphasizes that the most distinctive element of a business education graduate is the ATTITUDE. She suggested that secretarial trainers need to develop psychological modules of affective work skills, which will help the business education graduates for job success. Jaffe (1991), strongly emphasizes that the business education graduate needs to have a good sense of humour, which makes things happen positively in the office. He further states that the people with sense of humour embrace new ideas, and they can cope with the stress of work which results in productivity.

Ogunniyi (1990), points out that for any business education graduate to cope effectively with today's business environment would depend greatly on the type of education and training, secondly the utilization of the business education graduate, thirdly the business education graduate as a social being, her motivational needs and the

whole gamut of her relationship with people with different background. He affirms that the last point is the most important as the business education graduate must understand the nature of human behaviour and people-related problems. Similarly, Onuk (1992), notes that business education graduate's basic academic training is insufficient to enable them cope with the job because organizational performance exceed their competence. He states that a business education graduate should be a function and a product of the highly competitive and volatile business environment. She must be result oriented; people oriented who identifies with the organization's mission, goal and objectives. He concludes that business education graduates lacked managerial skills to enable then become a member of management team. Managerial skills require planning, organizing and controlling ability to delegate, inspire and guide subordinates to get the best out of them. The business education graduate in addition to managerial skills needs strategic planning skills and communication skills, which must be consciously developed and acquired (Nnebe 1997). Organisation environment can become turbulent and this demands action and result-oriented leaders who can transform the task of the environment under such turbulent times. A business education

graduate is expected to keep the secrets of the organisation secret; she is the custodian and conveyor of all confidential information which must be handled judiciously.

In view of the above, Onoyovwi (2006), proposes the following 10 tips to improve interpersonal/human relation skills in the office.

1. **Smile.** Few people want to be around someone who is always down. Do your best to be friendly with your co-workers. Maintain a positive, cheerful attitude about work and about life. Smile often. The positive energy you radiate will draw others to you.

2. **Be appreciative.** Find one positive thing about the people you work with and let them hear it. Be generous with praise and kind words of encouragement. Say "thank you" when someone helps you. Make colleagues feel welcome when they call or stop by your office. If you let others know that they are appreciated, they will want to give you their best.

3. **Pay attention to others.** Observe what is going on in other people's lives. Acknowledge their successes, and express concern and sympathy for difficult situations such as an illness. Make eye

contact and address people by their first names. Ask others for their opinions.

4. **Practice active listening.** To actively listen is to demonstrate that you intend to hear and understand another person's point of view. It means restating in your own words, what the other person has said. In this way, you know that you understood their meaning and they know that your responses are more than lip service. Your co-workers will appreciate knowing that you really do listen to what they have to say.
5. **Bring people together.** Create an environment that encourages others to work together. Treat everyone equally and do not play favorites. Avoid talking about others behind their backs. Follow up on other people's suggestions or requests. When you make a statement or announcement, check to see that you have been understood. If your co-workers see you as someone solid and fair, they will grow to trust you.
6. **Resolve conflicts.** Take a step beyond simply bringing people together, and become someone who resolves conflicts when they arise. Learn how to be an effective mediator. If co-workers bicker over personal or professional disagreements, arrange to

sit down with both parties and help sort out their differences. By taking on such leadership role, you will garner respect and admiration from those around you.

7. **Communicate clearly.** Pay close attention to both what you say and how you say it. A clear and effective communicator avoids misunderstanding with co-workers, colleagues and associates. Verbal eloquence projects an image of intelligence and maturity no matter what your age.
8. **Humour them.** Don't be afraid to be funny or clever. Most people are drawn to a person that can make them laugh. Use your sense of humor as an effective tool to lower barriers and gain people's affection.
9. **See it from their side.** Empathy means being able also to put yourself in someone else's shoes and understand how they feel. Try to view situations and responses from another person's perspective. This can be accomplished through staying in touch with your own emotions; those who are cut off from their own feelings are often unable to empathize with others.
10. **Don't complain.** There is nothing worse than a chronic complainer. If you must complain try to limit in the office.

Management/Supervisory Office Skills

The role of the business education graduate in the office is gradually moving from that of mere taking dictation and transcribing on the machine to problem solving and assuming more responsibilities. She is now seen as executive assistant to the boss. According to Esene (1990), the business education graduate is "an assistant to the chief executive, possessing mastery of office skills and ability to assume responsibilities without direct supervision, displays initiatives, exercises judgments and makes decisions within the scope of her authority". Similarly, the New Age Encyclopedia (1991) stating the functions of a business education graduate stated among others coordinating office procedures, keeping the secrets of the organisation in confidence, supervision of junior colleagues, performing delegated managerial functions; like replying to engagements and applications. For a business education graduate to be able to supervise the junior colleagues means she must possess such skills that will enable her exert that supervisory capacity. Performing managerial delegated functions means she must demonstrate some level of maturity on the job that will enable her assume such responsibility. Obazele (1993), in his explanation stated that the

functions of a business education graduate include amongst, provision of administrative support and secretarial help in the entire office; supervision of secretarial staff, maintenance of the boss calendar, organizing the boss in terms of meeting, filing and typing; handling incoming and outgoing correspondence in proper manner. Bukar (1996),highlights the functions of a business education graduate in cluster title as production function, preservation function, organizing function, involving people, materials, task, planning etc.

Bookkeeping/Accounting Office skills

In every business establishment, be it government offices, parastatals, private companies, banks and other financial institutions, the importance of accounting work cannot be over emphasized. Accounting education is viewed as an area of study needed to equip the youths with knowledge, skills and attitudes necessary for efficient financial calculation required for occupational competence and economic self-reliance. Many scholars have recognized the contributions of all aspects of business education to the economic development of any nation. Anao (1986), notes that there is a positive and significant relationship between the level of education

and the state of national development. The focus of education specifically business education , is the social and economic welfare of the individual and the society at large. Nolan et al (1967), commenting on the personal use of accounting information stressed that the keeping of proper financial records serves as an important guide to the financial planning and welfare of an individual or organization. Accounting education, like any other aspects of business education furnishes the individual with the abilities to establish their businesses or seek employment in organizations.

The American Institute of Certified and Public Accountants (1961) defines accounting as the "art of recording, classifying in a significant manner and in terms of money, transactions and events which are, in part at least, of financial character and interpreting the results thereof. This definition portrays the role of accounting activities in the operation of business enterprises. The activities of the business or organization are represented in monetary terms. Every organization needs money to function in order to make more money. This role entails recording, classifying and summarizing the enterprise monetary transactions and interpreting the results for both the internal and external end users of such information. Accounting can also be

defined broadly as the process of identifying, measuring and communicating financial information to permit informed judgments and decisions by users of the information. American Accounting Association (1996) also defines accounting as the process of identifying, measuring, and communicating the economic information to permit informal judgment and decisions by users of such information.

Users of accounting information are: the management of the organization-the information helps in planning, coordinating and control, performance evaluation, credit dealings, determination of profit or loss and determination of tax liabilities; creditors of the business are also interested in the accounting information as it helps them determine the liquidity position of the business, the determination of profit of the business - the viability of the business; shareholders and investors are also interested in the accounting information of the business as it helps in determining security of investment, determination of profit, dividend policy, and performance measurement. Similarly, the employees are also interested in the accounting information in determining their job security, provision of social safety and welfare measures and finally, the government is also

interested in the accounting information in determining the tax liability of the business, measure the effect of government policies on business and measure of compliance with regulations.

Commenting on the uses of bookkeeping/accounting information, Douglas et al (1962) emphasizes that it helps:

- to develop the ability and desire to keep records for both the organization and for personal use.
- to develop the ability to interpret and analyse business papers and records in the capacity of a customers

At the NCE level, secretarial courses and accounting courses are taken as compulsory courses in 100 and 200 levels hence a secretarial graduate has basic knowledge of bookkeeping and accounting while an accounting graduate also possesses some basic knowledge of secretarial knowledge.

Review of Related Empirical Studies

Some research works have been carried out on the role of business education on unemployment reduction in tertiary institutions in Nigeriaas meeting the needs of their employers especially with the advent of information technology which has revolutionized the office activities from manual processing to electronic processing.

Agbamu (2007)carried out a study on ICT competencies need by business education graduates for employability in governmental parastatals in Nigeria. The main purpose of the study was to find out the necessary and specific ICT competencies needed for business graduates to secure employment in modern organizations. The population of the study comprised of 225 employers both from public and private organization in Delta State while the sample of the study consisted of 569 employers of labour in Asaba metropolis. A structured questionnaire was used for data collection with a reliability coefficient of .663 which was considered to be reliable

The findings of the study reveal that computer operation competencies are generally required for employment in both the public and private sector. Among these competencies is the ability to start up and shut down a computer system and its peripherals, start an application and create a document, use a word processing package etc. It is also revealed media communication competencies were generally not required for employment of business education graduates, in particular they were not required by employers in the private sector. The competence regard were essentially those rated by public sector employers and they include application of media in

effective communication; create simple animation, ability to communicate orally as in written form.

The present study is related to Agbamu's study in that it seeks to identify the work skills required by business education graduates for employability in organizations. While Agbamu's study is on ICT competencies only, this study looks beyond the ICT competencies in the modern office to include other skills required of anbusiness education graduate like human relation skills, communication skills and management/supervisory skills.

Egwu (2003), conducted a study on Affective work skills needed by business education graduates for performance in the private sector. The main purpose of the study was to identify affective work skills perceived as important by business education graduates and their executives and to determine the level of affective work skills possessed in business organization as expressed by the business education graduates and their executives. The population of the study was made of 320 business education graduates and 171 executives drawn-out of 100 large business organizations.

The study revealed 52 skills identified as very important by business education graduates for performing secretarial functions in

the private sector. These skills the researcher clustered into ambition, appearance, dependability and loyalty initiative and self-control, work without supervision, responsibility and productivity, team spirit, remembering and reasoning skills, leadership skills managerial and supervisory skills, absenteeism, interpersonal relation skills and communication skills,

On the Affective work skills possessed by business education graduates in business organizations, the study revealed that the business education graduates possessed 31 out of 58 affective work skills for job performance in the private sector. The present study is also related to Egwu's study in that Egwu's work focused on the affective work skills required or needed by business education graduates in business organizations, while the present work focused on the cognitive, psychomotor and the affective skills. Therefore, this study is broader as it covered the three domains of learning while Egwu's study is only on the affective domain.

Also reviewed was the work of Idih (2004) on the word processing skills required of today's business education curriculum. The purpose of the study was to find out the working knowledge skills and keyboard operating skills required by business education

graduates. The population of the study consisted of 140 respondents made of business education graduates, executives and business education lecturers. The study reveals the word processing working knowledge skills and word processing keyboard operating skills which business education graduates needs.

The present study is related to Idih's study because Idih's study focused on word processing skills required of the office personnel - secretarial staff in the modern office/organization. However the present work is broader to include other office skills like office communication skills, management/supervisory skills and interpersonal/human relations skills.

Chung and Yet (2009), in their study investigated the problem solving skills that meets the specified requirements of employers and analyze the effectiveness of the personal quality and office work skills in the private universities in Malaysia. Questionnaire, the mean and t-test was used to look at the perceptions of 30 employers and 600 students from private universities on the importance of employability skills. Results showed that students are competent in personal qualities and skills that are tested. However, competencies/skills such as critical thinking, planning, problem

solving, oral communication, decision making and negotiations show different perception between employers and students. This study is related to Chung's study in that it seeks to identify the office work skills required in a modern organization. While Chung's study is on problem solving skills only, this study looks beyond the problem solving skills in the modern office to include other skills required of business education graduates like communication skills, book keeping and accounting skills.

Godwin (2006), carried out a study titled " human relations office work skills and students' self-perceived competence for careers in the hospitality industry" A case study of University of Missouri-Columbia. This descriptive correlation study employs office work skills instrument to assess the self-perceived level of competence at performing some basic work skills needed for careers in the hospitality industry. A total of Eighty five (85) Human Resources Management students participated in this study. Sixty seven (67) surveys were usable and provided a usable response rate of 78.82%. The result of the study indicated that the respondents (human resource management seniors from University of Missouri-Columbia) have developed between moderate and major office work skills to

serve as productive employees in the workplace "equally from program and non-program". In terms of curriculum improvement, the result of this study indicated that the respondents are doing fine with human relations skills. The present study is related to Godwin's study in that it seeks to identify the office work skills required in a modern office. While Godwin's study is on human relations skills and students' perception on office work skills only, this study looks beyond the human relations skills to management office work skills, communications skills, word processing skills.

Summary of Reviewed Related Literature

The review of related literature has revealed that human capital theory by Becker(1974)is more suitable for the study, this is based on the fact that the theory reviews the end result of every office work skills required during the schooling system to office place.With the adaptation of this theory it is clear to business education graduate students that more office work skills possessed more productive and more wages/salary earn. On the other hand, less office work skills possessed low productive and loss pay or no pay. It is therefore, advisable to allbusiness education graduate graduates of business

education in tertiary institutions in Nigeria to be filled with office work skills required by employers of labour to successfully stay in tune with the office routine activities and receive the highest pay as the workforce demands thereby accelerating a reduction of unemployment in Tertiary institutions in Nigeria.

The review also brought various into play the explanation of various concepts. Work skills required bybusiness education graduates in tertiary institutions by employers of Labour were examined. Based on the review, it was established that work skills are important tools for successful employment in any given organization. Currently, several paradigm shift in the conception and application of office skills are occurring. It must be noted here that, with the trend of this fast technological movement no employee will be employed if they are not technologically incline.

The review has shown that much studies have not been conducted on the role of business education on the reduction of unemployment in tertiary institutions in Nigeria, in spite of its importance. Many studies carried out were the on the factors influencing the unemployment of business education graduates in Nigeria. Oliver (2010), carried out study on office work skills

required by university business education graduates for the global workplace in Enugu metropolis, even the studies carried out on office work skills were done outside the scope of tertiary institutions in Nigeria . This is the gap which the present study wants to fill.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology adopted for this study under the following headings:

- Design of the Study,
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument,
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The design for the study will be a survey research. According to Ali (1996), it is preferable to use survey research design when the objective of a described investigation centered on opinions, attitudes and perceptions of individuals. The reason for choosing this design is that the study centered on opinions and perceptions of the respondents on the role of business education in the reduction of unemployment in tertiary institutions in Nigeria.

Population of the Study

The population of the study will comprise of the 400 level business education students in the Department of Vocational and Technical Education, University of Benin, Benin City in the 2018/2019 academic session with a total number of 24 (twenty four) students (Source: Department of Vocational and Technical Education, University of Benin, 2019).

Sample and Sampling Technique:

There will be no sample as the population is relatively small.

Instrumentation

A structured questionnaire titled: The Role of Business Education on Unemployment Reduction Questionnaire (BERRUQ) will be used for data collection. The questionnaire will be developed to

reflect the research questions. The questionnaire will be divided into six sections. Section one will seek to obtain background information about the respondents. The section will contain options and blank spaces to enable the respondents to tick and fill as appropriate while sections two consist twenty five questionnaire items which cover the five research questions. Research questions 1-5 with questionnaire items numbered 1-107 will be designed to elicit information from the respondents using a five point Likert type scale of "Highly required", "Required ", "Fairly Required", "Not Very Required" and "Not Required".

Validity of the Instrument

The instrument will be subjected to face validity using the expertise of two Business Educators from University of Benin, Benin-City, Their suggestions and comments about the wordings and relevance of the various questionnaire items will be incorporated in the final draft.

Reliability of the Instrument

The instrument is subjected to a one time reliability test to further evaluate the internal consistency of the questionnaire items. To this end, the questionnaire will be administered to twenty business

education students in Ambrose Alli University who will not part of the sample for the study and will be using Cronbach Alpha formula to compute the coefficient of the internal consistency (stability) of the instrument and yielded a reliability coefficient of 0.74 which signified that the reliability was high.

Method of Data Collection

The questionnaire will be administered on the final year business education in the Department of Vocational and Technical Education students. The instrument will be administered and retrieved through personal contact employing the services of three research assistants. A total of 264 copies of the questionnaire will be administered.

Method of Data Analysis

Research questions 1,2,3,4 and 5 will be analysed using frequency tables, and mean scores for each response category. For the decision rule, any item that has a mean score that is equal to or greater than (>) 3.00 will be considered as required, while any that is equal or less than (>) 2.99 will be deemed not to be required. The z-score statistics will be used to test hypotheses at .05 alpha level.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of data and discussion of findings

Demographic Data of Respondents

Presentation of Bio data Information

Table 4.1: Distribution of Respondents by Sex

Variable	Frequency	Percentage

Male	11	45. 8
Female	13	54.1
Total	24	100.0

In table 4.1, 11 representing (45. 8%) of the respondents were males while 13 representing 54.1% of the respondents were females. From the foregoing, it could be deduced that majority of the respondents were females.

Research Question One: What are the word processing skills required by business education students for employability in the labour market?

Table 4.4: **Mean and Standard Deviation on the Word Processing Skills Required by Business Education Students for Employability in the Labour Market?**

S/N		**Mean**	**SD**	**Remark**
1.	Typing with appropriate finger skills	33.60	.503	Highly

				required
2.	Taking shorthand dictation	3.45	.510	Highly required
3.	Transcribing the shorthand dictation on computer	3.45	.686	Highly required
4.	Sort text	3.20	.834	Highly required
5.	Merge text	3.25	.550	Highly required

In the table the means responses ranged from 3.60 while the standard deviation on ranged from .503 to .834. This indicated that the respondents were close in their responses.

Research Question Two: what are the human/ interpersonal work skills required by business education students for employability in the labour market?

Mean and Standard Deviation on human/ interpersonal Work Skills Required by Business Education Students for Employability in the Labour market?

S/N		Mean	SD	Remark

6.	Accept responsibilities for mistake	3.50	.688	Highly required
7.	Exhibit moral integrity	3.60	.598	Highly required
8.	Obey authorities	2.55	1.191	Highly required
9.	Display flexibility in the pursuit of knowledge	3.10	.641	Highly required
10.	Show sensitivity to others	2.67	.581	Highly required

Source: Field Study, 2019

The data in table 4.5 showed that the mean of the items ranged from 2.55 to 3.60 indicating that the respondents agree. The standard deviation of the items ranged from .581 to 1.191. This indicated that the respondents were close in their responses.

Research Question Three: what are the management/ supervisory skills required by business education students for employability in the labour market?

Table 4.5: Mean and Standard Deviation on the Management/ Supervisory Skills Required by Business Education Students for employability in the labour market?

S/N		Mean	SD	Remark
11.	Allocate job duties to various office	3.10	.852	Highly

	workers			required
12.	Supervise job duties assigned to various office workers	3.25	.851	Highly required
13.	Coordinate job duties assigned to various office workers	3.15	.875	Highly required
14.	Write reports on other office workers	3.35	.745	Highly required
15	Control the use of office stationeries	3.12	.769	Highly required

Source: Field Study, 2019

The data in table 4.6: Showed that the mean of the items ranged from 3.10 to 3.35. All the items had their means above different point relating that the respondents agree. The standard deviation of the items ranged from .732 to .852. This indicated that the respondents were close in their responses.

Research Question 4: What is the bookkeeping/ accounting skills required by business education students for employability in the labour market?

Table 9: Mean and Standard Deviation on the Book Keeping/ Accounting Skills required by Business Education Students for Employability in the Labour Market

S/N	Items Statement	Mean	SD	Remark
1.	Receive payments by issuing receipts	2. 89	1.09	Highly required
2.	Carrying out banking transactions	3.24	.698	Highly required
3.	Able to post transaction in the ledger account	2.62	1.16	Highly required
4.	Able to maintain office imp rest account	2. 88	1.13	Highly required
5.	Maintain debtors account	3.50	.746	Highly required

Source: Field Study, 2019

Table 9: shows that the mean responses ranged from 2.62 to 3.50, which the standard deviation ranged from .698 to 1.13.

Discussion of Findings

The findings of the study revealed that the identified 5 item word processing skills business education students agreed is required by business education graduates for employability in the labour market. This is consonance with the findings of Chukwumezie and Ndinechi (2006) revealed that computer skills such as word

processing have brought about a lot of improvement and efficiency over the previous manual operations.

The findings of the study revealed that the business education students agreed that the identified 5 items bookkeeping/accounting office work skills are required of business education graduates in the labour market. The result of this findings reveals that accounting skills are necessary skills required to function effectively and efficiently in the modern office.

The findings of the study revealed that the respondents organization agreed that the identified 5 items managerial/supervisory skills required by business education graduates in the labour market in Nigeria. The result of this findings of miller and Usoro (2001) that employees lose their jobs because of poor managerial skills, poor supervision of routine activities, and inability to effectively and efficiently allocate resources.

The findings of the study revealed that the respondents agreed that the identified 5 items human relations/interpersonal skills are required of business education students for employability in the labour market in Nigeria. The result of the findings is related to the poor findings of Miller and Usoro (2001) that employees are relieved from

their jobs because of poor interpersonal/human relation skills, poor attitudes, and inability to adapt to changes brought about by technological changes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations for the study.

Summary

This study investigated the role of business education on the reduction of unemployment in tertiary institutions in Nigeria.

The study also purposed to ascertain the requisite skills required by business education graduates for employability in the labour market in Nigeria. In order to achieve the objectives of the study, five research questions were raised by the study:

1. What are the word processing work skills required by business education students for employability in the labour market?
2. What are the human/ interpersonal skills required by business education students for employability in the labour market?
3. What are the management/supervisory skills required by business education students for employability in the labour market?
5. What are the Bookkeeping/Accounting skills required by business education students for employability in the labour market?

Descriptive survey research design was adopted for the study. The population of the study comprised of all the 400 level business education students in the Department of Vocational and Technical Education in the 2018/2019 academic session with a total number of twenty four (24) students while there was no sample because the population size was manageable.

A structured questionnaire titled: The Role of Business Education on the Reduction of Unemployment Questionnaire (BERRUQ) was used for data collection. The research instrument was validated by the researcher's supervisor as well as two other experts in the Department of Vocational and Technical Education, University of Benin. The test re- test reliability method was used to ascertain the consistency of the instrument which yielded a coefficient of 0.74. Data collected were analyzed using descriptive statistics such as mean and standard deviation.

Consequent upon the foregoing, the study made the following findings:

Conclusion

Based on the findings, it was concluded that business education adequately equips students with the requisite skills for self reliance thereby reducing the rate of unemployment. This skills goes a long in assisting the individuals to adjust adequately to the rigours of the labour market.

In furtherance of the above, the study sufficiently proved the importance of business education cannot be overemphasized in sharpening the creativity and innovative skills in the expansion of their business as well as the boosting the overall profitability of their businesses thereby enhancing their standard of living.

Recommendations

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

1. More awareness should be created by way of publicity in the various media outlets using jingles, and other forms of advertisement so that more students can be aware that such opportunities that exist from their enrolment inn business education programmes exist.

2. The curriculum of the business education should be regularly and periodically revised and updated to accommodate a variety that can cater for the need and interest of would be participants. These factors have the power to activate students' interest in the course thereby equipping them with the requisite skills for self-reliance.

3. Increased funding from government and private individuals should be a matter of urgency in order to facilitate the procurement of facilities and remuneration of business educators to increase the delivery of the programmes. This can be done through allocating at least 70% of her annual budget to the business education programmes.

4. There should be regular and periodic in service training programmes for business educators to facilitate an acceleration of their level of knowledge of skills and expertise in the discharge of their functions in the instructional process. In this sense, the students will be adequately equipped with the requisite skills for employability in the labour market.

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