

## **RELEVANCE OF BUSINESS EDUCATION IN JOB CREATION AS PERCEIVED BY EMPLOYERS**

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### **Abstract**

This study examined the relevance of business education in job reaction as perceived by employers. Three research questions and three null hypotheses were formulated for this study. The research adopted survey research design. The sample size of 150 employers was randomly selected from a population of 500 employers in Anambra State. The instrument used for data collection is a 15-item structured questionnaire designed to elicit responses from the respondents on a four point rating scale. The reliability of the research instrument was determined using test retest method. The Pearson product moment correlation coefficient was used to obtain a reliability coefficient value of .74. The data collected was analyzed using mean for research questions and t-test for hypotheses. The findings of the study indicates: there is no significant relationship between business education programme structure and job creation. There is no significant relationship between job creation and promoting business education in Anambra State. The paper recommended government involvement in the support and improvement of business education programme.

### **Introduction**

Osuala (2010) stated that in the early days, Nigeria secondary grammar schools provided necessary skill training for graduates to enter into highly rewarding white-collar

jobs. As economic activities later become more differentiated, new and distinct occupations emerged. The need then arose for people with various practical

skills to carry out different tasks in government, industrial and commercial establishments. A special need was recognized, however in the area of business and office occupations.

The Ashby (1960) in Osuala (2010) found there was a lack of trained manpower such as secretaries, bookkeepers and accountants as well as other types of clerical personnel to fill critical positions in the public and private sectors of the Nigerian economy. Similarly, the Dike (1961) in Olorunmolu (2010) noted the urgent need for increase in the output of trained copy typist, secretaries and numerous other office workers. The later Report observed the growth in the trade and commerce sector of Nigeria and advocated a systematic plan for training the right type of personnel through business education, to cope with the rapidly expanding economic activities of the country.

Aluwon (2010) emphasized that Business education is a programme of instruction which consists of two parts: Office and vocational education programme. Also Business education is seen, as a programme to provide students with information and competencies which are required by all concern in managing personal business affairs and in using the services of the business. In Nigeria, private indigenous proprietors as well contribute greatly in introducing business education. Records also have it that, private business schools date's as far back as 1930s. Joseph and Esther (2012) established that the first private business school in Eastern Nigeria at Onitsha was established in 1936. The aim of establishing this school was to provide sound business education and arouse the enthusiasm of youth in commerce.

Furthermore, Mr. T.O. Nwankwo's application to open another business school at Aba in 1937 was turned down by the Chief Inspector of Education for Southern Provinces. It was alleged that Mr. Nwankwo lacked the expertise to run a business school (Nwagwu, 2007).

The views prevalent during the 1930's by some of the country's outstanding educationalist that Secondary Grammar Schools should take precedence over business schools were dramatically reversed during the 1940s. For example the Central Commercial Academy was founded in 1942 in Enugu. Anambra State. This school enrolled more than 23 students in Enugu and offered English and Mathematics in addition to commercial subjects (Nwagwu. 2007). Nweke (1980) in Joseph and Esther (2012) stressed that parents turn to business schools as the second option or the only option, after their children have failed to gain admission into secondary grammar schools. According to him, parent contends that business schools are meant for dullards. Parents erroneously believed that a business schools is synonymous with a typing and shorthand institutes \where lower fees are paid. Business schools are also looked upon as a haven or stopover for many students for they quickly abandon the business school as soon as they gain admission into a secondary grammar school.

According to a survey conducted at the University of Nigeria in 1979, about 86 percent of young Nigerians enter the labour market without a Bachelor's degree (Osuala, 2010). The situation emphasizes the need for business education. Business education in the secondary schools contributes to the general education of all individuals by preparing them for business knowledge and vocational education to individuals by preparing them for business careers by providing practical training in office and distributive occupations.

Furthermore, Business Education programme, is a programme that prepares individuals as professionals to teach business subjects and business related subjects in junior and senior secondary schools. Business Education programme also prepares candidates for teaching business courses at tertiary level of learning depending on the level of business education acquired. In addition the programme aligns its operations with guidelines set forth by National Association for Business Teachers Education (NABTE)

Osuala (2010) defined business education as a programme of instruction which consist of:

- (a) Office education and vocational education programme for office careers through initial, refresher, and upgrading education leading to employ ability and advancement in the office occupation, and as well, provide students with information and competencies which are needed by all involve in managing personal business affairs and using the services of the business world.

Nkanu and Offem (2004) in Abdulkadir (2011) stated that many of the issues and problems raised in the field of science, social studies, etc are of large concern to Business Education. They further stressed that, the objectives of establishing Business Education programme is to produce teachers who on completion of their courses are empowered and equipped with the basic skills, knowledge and competencies to make them employable in the private or public sector as well as the ability to teach business subjects or courses in secondary schools, colleges and universities.

Juliet and Akintola (2004) in Osuala (2010) stated that business education programme should be taught and learn in both insight and with the view of understanding Business Education as programme as well should be introduced at all level, and business education can be interrupted for varying periods of time and as well, be continued throughout the life span of an individual further, Business Education includes education for office occupations, distributions and marketing occupations, business teaching, business administration and economic development. Relevance of Business Education in job creation, includes the following roles (Olorunmolu, 2010)

1. It educates individuals for and about business

2. It provides a continuous programme of planned learning experiences designed to equip individuals to fulfill effectively three roles.
3. To produce and distribute goods and services as workers.
4. To use the results of production as consumer and
5. To make judicious socio economic decisions as citizens
6. It provides career information that helps students relate their interest needs and abilities to occupational opportunity in business.
7. It provides educational opportunities for students preparing for careers in field other than business to acquire knowledge and skills needed to function effectively in those careers.

Business education has the capacity to develop programmes that respond to current societal issues such as education for improving basic computational skills, for meeting the needs of the bilingual and bicultural population, for eliminating occupational stereotyping for assisting people with special needs and for helping the ordinary consumers to function effectively in the private enterprise system to this end, the need for study arose as a result of the present economic status of the country, and most particularly Anambra State, in the area of joblessness amongst the employable work force.

### **Purpose of the Study**

The main purpose of this research work was to examine the relevance of Business Education programme in job creation in Anambra State. Specifically the study sought to:

1. Determine if business education programme affects job creation.
2. Determine the relevance of business education in job creation
3. Determine if the structure of business education programme improve manpower development in Anambra State.

### **Research Questions**

The following research questions were answered:

1. How does business education programme affects iob creation in Anambra State?
2. How has the relevance of business education in job creation been promoted in Anambra State.
3. How has the structure of business education programme improved manpower development in Anambra State.

### **Research Hypotheses**

**The following Hypotheses were tested accordingly:**

1. There is no significant relationship between business education

- programme structure and job creation.
2. There is no significant relationship between job creation and promoting business education in Anambra State.
  3. There is no significant relationship between business education

Programme and manpower development in Anambra State.

## **Methodology**

The study adopted the descriptive survey type because it used questionnaire and interview to elicit responses from the respondents. The population comprised 500 employers constituting the population of the study. 150 employers were drawn from the population using simple random sampling technique. This means that 30% of the population was used to form the sample size. The instrument for data collection was a structured questionnaire designed to elicit responses from the respondents on a four point rating scale weighted as Strongly Agree (4) Agree (3), Disagree (2) Strongly Disagree (1). The research instrument was validated by two experts in the areas of business education and one in measurement and evaluation. The reliability of the instrument was determined using, the Pearson product moment correlation coefficient to obtain a reliability coefficient value of .74 indicating that the instrument was reliable. The questionnaire was personally administered by the researcher and the research assistants to the various employers in their respective firms and retrieval was done within the agreed time. Data analysis was done using the mean to answer the research questions while the t-test was used to test the hypotheses. The decision rules for answering the research question was that of the mean score of 2.50 and above was accepted as positive response while those below 2.50 was rejected as negative response and testing the null hypothesis is rejected but accepted if the t-calculated is less than t-critical at .05 level of significance.

## **Results**

### **Research Question 1**

How does business education programme affect job creation in Anambra State?

**Table 1****Mean ratings on the responses of business education programme and job creation (n=150)**

S/N	Item	SA (4)	A (3)	D (2)	SD (1)	Total Responses	Mean Score	Standard Deviation	Decision
1	Business education affect job creation by provision of entrepreneurial skills	70 280	50 150	20 40	10 10	480	3.20	1.97	Agreed
2	Business education affect job creation by equipping business educators with pedagogical proficiency	80 320	40 120	30 60	- -	500	3.33	1.85	Agree
3	Business education affect job creation by provision of vocational skill business educators	90 360	30 90	20 40	10 10	500	3.33	1.63	Agreed

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4	Business education affect job creation by providing earners with required competencies for personnel management in firms.	60 240	40 120	30 60	20 20	440	2.93	1.95	Agreed
5	Business education affect job creation, by notg really exposing to the word of work as appropriate.	50 200	40 120	30 60	30 30	410	2.73	1.98	Agreed
	Cluster Mean					3.10			

Table 1 explains items 1,2,3,4 and 5 with varying mean scores of 2.20, 3.33, 3.33, 2.93 and 2.73 were accepted. The table further revealed a cluster mean of 3.10, signifying that business education programme affects job creation.

**Research Question 2**

How has the importance of business education in job creation been promoted in Anambra State.

**Table 2**

Mean rating on the responses of the importance of business education promotion of job creation.

S/N	Item	SA (4)	A (3)	D (2)	SD (1)	Total	Mean Score	Standard Deviation	Decision
6	Business education is relevant by providing learners with prerequisite skills for self reliance	90 360	30 90	20 40	10 10	500 3.33	3.33	1.63	Agreed
7	Business education is relevant by extending the frontier of knowledge in business.	60 240	40 120	30 60	20 20	440	2.93	1.95	Agree
8	Business education is relevant by being a catalyst for growing small and medium businesses.	50 200	40 120	30 60	30 30	410	2.73	1.98	Agreed
9	Business education is relevant by being the running wheel for every business.	80 320	40 120	20 40	10 10	490	3.27	1.81	Agreed
10	Business education is relevant by contributing immensely to the GDP growth of the state.	60 240	40 120	30 60	20 20	440	2.93	1.95	Agreed
	Cluster Mean						3.04		

Table 2 explains that items 6,7,8,9 and 10 have mean scores of 3.33, 2.93,2.73, 3.27 and 2.93 respectively were accepted. The cluster mean of 3.04 indicates the importance of business education in job creation been promoted in Anambra State.

### Research Question 3

How has the structure of business education programme improved manpower development in Anambra State?

**Table 3: Mean ratings on the responses of structure of business education programme and manpower development**

S/N	Item	SA (4)	A (3)	D (2)	SD (1)	Total Responses	Mean Score	Standard Deviation	Decision
11	Business education programme has improve manpower development *y	90 360	40 120	20 40	- -	520	3.47	1.76	Agreed

	enabling learners to :e self-reliance								
12	It equips learners with necessary office skills that enable them work effectively in their area : f specialization	60 240	40 120	30 60	20 20	440	2.93	1.95	Agree
13	It equip learners with necessary pedagical skills for effective caching of business education subjects	50 200	40 120	30 60	30 30	410	2.73	1.98	Agreed
14	It prepares learners for :he world of work.	80 320	40 120	20 40	10 10	490	3.27	1.81	Agreed
15	It provides learners with educational opportunities for career development	70 280	40 120	30 60	10 10	447	3.13	1.90	Agreed
	<b>Cluster Mean</b>						3.12		Agreed

Table 3 indicates that items 11, 12, 13, 14 and 15 have varying mean scores of 3.47, 2.93, 2.73, 3.27 and 3.13 were accepted. The table further revealed a cluster mean of 3.12 showing that the structure of business education programme improved manpower development.

Table 3 shows item 11, 12, 13, 14 and 15 with varying mean score of 3.47, 2.93, 2.73, 3.27 and 3.13 were accepted. The table further revealed a cluster mean of 3.12 indicating business education programme improve manpower development.

### Hypothesis 1

There is no significant relationship between business education programme structure job creation.

### Table 4

#### t-test analysis on significant relationship between business education and job creation

Variables	N	X	Sd	df	t-cal	t-crit	decision
Business education programme	50	2.80	0.20	148	6.22	1.96	Rejected
Job creation	100	3.16					



			0.5				
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From Table 4, the calculated t-value (6.22) exceeds the critical table value (1.96) at 148 degree freedom. Thus, the null hypotheses is rejected therefore there is significant relationship between business education programme and job creation.

### Hypothesis 2

There is no significant relationship between job creation and promoting business education in Anambra State.

**Table 5**

t-test analysis on significant relationship between job creation and promotion of business education.

Variables	N	X	Sd	df	t-cal	t-crit	decision
Job creation	50	2.98	0.38	148	4.32	1.96	Rejected
Promotion of business education	100	2.96	0.32				

From table 5 above the calculated t-value (4.32) exceeds the critical table value (1.96) at 148 degree of freedom. The null hypotheses, hence there is significant relationship between job creation and promoting business education.

### Hypothesis 3

There is no significant relationship between business education programme and manpower development in Anambra State.

**Table 6**

**t-test analysis on significant relationship between education programme and manpower development**

Variables	N	X	SD	df	t-cal	t-crit	decision
Business education programme	50	2.78	2.78	0.33	14.10	1.96	Rejected
Job creation	100	1.39	0.94				

From table 6 above the calculated t-value (14.10) which exceeds the critical table value (1.96) at 148 degree of freedom. The null hypothesis is rejected, hence there is significant relationship between education programme and manpower development in Anambra State.

### **Discussion**

The findings from the test of the first hypothesis show that there is significant relationship between business education programme and job creation. The finding of this study is in agreement with the expression of Juliet and Akintola (2004) cited in Osuala (2010) who stated that Business Education Programme should be taught and learnt in both insight and understanding into the impact of Business Education Programme. Similarly, Nkanu and Offen (2004) in Abdulkadir (2011) stated that many of the issues and problems raised in the field of science, social studies, etc., are of large concern to Business Education and their proper solution requires the viewpoint of Business Education and their proper solution requires the viewpoint of Business Educators. They further stressed that, the objectives of establishing Business Education Programme is to produce teachers who on completion of their course will be empowered and equipped with the basic skills, knowledge and competencies to make them employable in private or public sector as well as the ability to teach business subjects or courses in schools, colleges or universities.

The study based on the testing of hypothesis 2 indicated that there is significant relationship between job creation and promoting of business education. The study accepted the following items: Business education is relevant by providing learners with the three requisite skills for self-reliant, by extending small and medium businesses, by contributing immensely to GDP Growth of the State.

Finally, the study in the testing of the third hypothesis apparently established the assertion that there is significant relationship between business education programme and manpower development in Anambra State. Business education programme has the capacity for manpower development as its respond to current societal issues such as education for improving basic computational skills for meeting the needs of the bilingual and bicultural population, for eliminating occupational stereotyping for assisting people with special needs and to help the ordinary consumers to function effectively in the private and public enterprise.

### **Conclusion**

Based on the findings of this study, the following conclusions were reached.

1. There is significant relationship between business education programme and job creation.
2. There is significant relationship between job creation and promotion of

- business education programme.
3. There is significant relationship between business education programme and manpower development.

### **Recommendations**

Based on the findings of this study, the following recommendations were made.

1. Government should make adequate provision of funds to effectively conduct business education programme.
2. A campaign on the need for students to embark on business education programme should be arranged. If people are made to understand the benefits derivable from the programme, more students are likely to enroll for the programme.
3. Government should employ more business educators as the researcher experienced shortage of manpower personnel to enhance the quality of the programme.
4. Government should establish more business education facilities and equipment to enhance the quality of the programme.
5. Further study on the relevance business education in job creation should be conducted since as a result of limited time and finance that author could not cover every sector of the economy.

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