

**PERCEIVED WORK SKILLS NEEDED BY FINAL YEAR
STUDENTS OF VOCATIONAL TECHNICAL EDUCATION
(BUSINESS) STUDENTS FOR JOB CREATION FOR GLOBAL
WORK COMPETITIVENESS IN DELTA STATE, NIGERIA**

BY

CHIEDU AUGUSTINA

Chiedundidi4real@gmail.com

08087951989

**School Of Secondary Education (Business)
Department of OTM**

And

OGAH O. BENSON

bensonogahbenon@gmail.com

08032477098

**School Of Secondary Education (Business)
Department of Economics**

School of Business/ Vocational Education Journal 2022

**PERCEIVED WORK SKILLS NEEDED BY FINAL YEAR
STUDENTS OF VOCATIONAL TECHNICAL EDUCATION
(BUSINESS) STUDENTS FOR JOB CREATION FOR GLOBAL
WORK COMPETITIVENESS IN DELTA STATE, NIGERIA**

CHIEDU AUGUSTINA and OGAH O. BENSON

Abstract

This study was conducted to ascertain the perceived work skills needed by final year students of vocational technical education (Business) students for job creation for global work competitiveness in Delta State, Nigeria. Descriptive survey design was adopted for the study having a population of 59 vocational technical education final year students (business education option) in college of education (technical), Asaba. No sampling was done as a result of the limited size of the population which was manageable. Two research questions guided the study. A 26-item questionnaire designed by the researchers and titled “Perceived Work Skills for Job Creation for global work competitiveness (PWSJCGWC Questionnaire)” was used for data collection from the respondents. The WSJCQ was subjected to face and content validity and validated by experts in school of secondary education (Business) in Federal College of Education (Technical), Asaba. The instrument used for data collection was a structured questionnaire made up of 26 items, validated by two experts. The researcher administered (59) copies of questionnaire and 52 copies were retrieved after completion by the respondents and this was used for data analysis. The instrument’s reliability was ascertained through Cronbach’s Alpha method and a reliability coefficient of 0.87 was obtained. Mean and standard deviation were used to analyze the research questions. The results of the study revealed among others that vocational technical education (Business) students need entrepreneurship /employability skills for job creation. Thus, it was recommended among others students should improve and update their knowledge and skills in line with the global work expectations and Government should provide adequate training facilities in Colleges of Education in Delta State for effective training of vocational Technical Education (Business) students so as to become job creator sand successful entrepreneurs upon graduation in the global economy.

Keywords: Work skills, Vocational Technical Education (business), job creation, work competitiveness.

Introduction

The world today is seen as a global village due to the advent of digital technology, global breakthroughs in technological innovations and inventions have contributed immensely to the quality of life of mankind. According to Akaninwor (2010), technology is the result of man's efforts to do things more professionally. The information, techniques and tools with which the available resources of the environment are utilized to satisfy everyday needs of mankind is regarded as technology (Owo & Deebom, 2020). Technology is therefore seen as the systematic application of scientific and technical knowledge and skills to proffer solutions to the numerous insatiable needs of man. Technology entails the application of tools, materials, processes and systems by humans to solve their problems. It is the systematic application of knowledge to practical tasks in the industries. The whole essence of technology is to bring about an improvement in the way we do things to achieve more sophisticated results that would be globally recognized. Consequently, with adequate application of technological innovations, more jobs can be created to enhance the quality of life of average Nigerians. Thus, technology entails the study, mastery and utilization of manufacturing methods and industrial arts to bring about positive transformation in the world as well as creating job opportunities for the unemployed. Technological innovations can be advanced through Vocational Technical Education (Business).

The primary focus of vocational training (which encompasses business education) is the preparation of individual who will be entrepreneurially and skillfully functional in the society. Technical and vocational education and training (TVET) is a programme that equips its recipients with entrepreneurial skills to be self-reliant and employable in the local and global labour market. Based on the foregoing, it is imperative that work skill development should be a critical component of business education. Employability skill development entails activities designed to develop learner's skill in eight core areas namely: self-management: team work, business and enterprise; customer awareness; problem solving, communication, working in number, information technology (IT) in workplace applying for job creation., exploring job opportunities, rights and responsibility at work and health and safety in the workplace (Patria,. 2019)

Vocational Technical Education (VTE) according to Adepoju (2014) is an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capacities, and all other structural experiences for securing jobs in the various sectors of the economy or even enabling one to be self-reliant by being a job creator. VTE is the type of education that prepares individuals for the world of work; it serves as an instrument for sustainable

development (Nande, Awua & Mlumum, 2017). In the same vein, Man (2005) posits that TVET is the systematic and orderly transmission of knowledge, skills and values to develop a work force capable of enhancing productivity and sustain competitiveness in the global economy. Furthermore, UNESCO as cited in Badawi (2013) describes VTE 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 skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Likewise, Raimi and Akhuemonkhan (2014) submit that for Nigeria to meet up with other industrialized nations in terms of technological advancement and job creation, adequate human and material resources need to be developed and deployed into VTE as a viable education orientation directed at meeting the right skill needs of the technical workforce in local industries.

VTE as an educational approach which stressed on the need to apply relevant skills, knowledge and attitudes for job creation in a given occupation or cluster of related occupations in any field of social and economic activity (Oluwale, Jegede & Olamide, 2013). To further buttress this assertion, Ayonmike and Okeke (2015), view VTE as that branch of education that uses information technology and globalization to impart technical and vocational skills to prospective industrial workers in a paid or self-employment. Also, Ukula in Sofoluwe (2013) posits that VTE is a highly useful education as its occupation content is such that the trainee acquires skills, attitudes, interests and knowledge to perform socially and economically, work that brings about self-development through skills and knowledge acquisition which serve as basic tools for the socio-economic development of any nation (Goel, 2010). Furthermore, Afeti (2010) opines that technical vocational education and training is very crucial in the training and development of local workforce for the ever-changing technological work environment as it exposes trainees to diverse industrial skills. In addition, Okoye and Okwelle (2013) report that TVET is mainly for those who will acquire it but also profit at it. It is therefore necessary to bring to the fore, that one major goal of VTE as contained in the National Policy on Education

(NPE) (2013) is to provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels. In essence, human capacity building in skill-based technological are as such as business education is best achievable through VTE. Corroborating this assertion, Ezeani and Urama (2014) submit that VTE is highly needed for the industrial development of the nation. This is because VTE programmes inculcate in the learners, knowledge, skills and desirable attitudes for legitimate work. Thus, the learners can create jobs for themselves from the skills acquired in VTE. VTE

conveys manpower development from the training institutions to the world of work leading to job create

Objectives Of Vocational Technical Education

Global competitiveness is the services or products provided by competing companies that serve international customers (Agocs and Burr, 2020). Think about how you can have a pie-eating contest or a race, these are examples of competition non a local scale where people are competing against one another for one common goal- the best in their core competency. Core competency is what a company does best. Global competition has allowed companies to buy sell their services internationally, which open doors to increased profits and flattens the playing field in business. It is against this background that this study seeks to assess employability skills needed to prepare final year dgreee students of business education for global work competition in delta state.

Work skills are superior set of technical skills having direct applicability in the industry. Workskills empower employees to be productive in the world of work (Ademu, Adah, & Atsumbe,2018).Skillful feats generally demand the application of already acquired knowledge and competence through training to achieving optimistic result including the acquisition of new knowledge. Skills are special abilities gained through committed learning and practice which enable an individual to become proficient in a chosen vocation. Okorie (2000) posits that skill refers to human capacity to perform any activity with dexterity and competence. Skills are acquired through learning and practice (Samuel, 2017). Similarly, Ogbuanya and Bakari (2014),assert that skill is an individual's capacity to control element of behavior, thinking and feeling within specified contexts and within a particular task domain. Thus, for students of business education to be proficient in their chosen fields of study so as to create jobs, they need to develop and improve on their technical skills such as marketing skills that will enable the business reach its potential customers. Good marketing skills result in people longing to patronize more goods and services, interpersonal skills, which enhance interaction with people, including customers, clients employees, financial lenders, lawyers, and accountants, basic management skills to handle machines, method and materials and to utilize them effectively and efficiently, technological thinking skills which include the ability to understand and operate within social organizations and technological systems and Conceptual skills to analyze and diagnose a situation and to distinguish between cause and effect because planning and organizing require a high level of conceptual skills (Adeoye and Ebenezer, 2016) among others. These skills and many more are best developed through technical vocational education (VTE).

Consequently, it is important for all students especially those studying business education in Colleges of Education across Nigeria to take the issue of skills acquisition through VTE seriously as skills and competence are indispensable tools for job creation.

Statement of the Problem

One essence of technology education programme is to train students in skills for industrial productivity and job creation capable of fostering national development. Graduates of technology education (business) supposed to create jobs for themselves in order to earn a living base on the work skill acquired from the programme. However, most technology education students in Nigeria presently lack what it takes to secure paid employment or becoming self-reliant due to poor acquisition of work skills in business education. According to Igberadja (2014), the Nigerian labour market reports that Nigerian graduates do not possess the requisite work skills due to poor implementation of educational curriculum. Vocational Technical Education (Business) students seem to be ignorant of the emerging work skills needed for job creation. It is a known fact that one major way of solving a problem is to identify the real cause of problem. Thus, there is need for students to be aware of the appropriate skills required for job creation which could be developed from technology education programme. This development informed the researchers' quest to carry out this study entitled "Work Skills needed to prepare vocational Technical Education (Business) Students for Job Creation in Delta State, Nigeria".

Purpose of The Study

The main purpose of this study is to ascertain the work skills needed to prepare final year vocational technical education (Business) students for global work competition in Delta State. Specifically, the study sought to:

1. Identify the work skills needed for global work competition.
2. Ascertain the extent to which the identified employability skills are suitable to prepare final year students of business education for global work competition.

Research Question

1. What are the work skills needed for global work competition?
2. To what extent do the identified work skills are suitable to prepare final year students of business education for global work competition?

Research Methodology

Descriptive survey research design was adopted for the study. Descriptive survey research design is a generalized means of data collection through the use of questionnaires (Agburu cited in Abah and Abah 2015). The researcher considered this design appropriate for the study since it involves employing people's opinion by the use of questionnaire. The population of the study was comprised of all the business education lecturers in federal college of education (Technical), Asaba which is made up of (59) business education lecturers. However, as a result of the limited size of the population, census sampling techniques otherwise known as purposive sampling technique was adopted which enabled the researcher to use the entire population for the study. Therefore, the same size is fifty-nine (59) business educators. The instrument used for the study is a questionnaire titled: Work Skills Needed to Prepare Vocational Technical Education (Business) Students for Global Work Competition Questionnaire (WSNPVTEBSGWCQ) which contains (26) structured questionnaire items and the instrument passed through face and content validation by two lecturers, in vocational technical education. In order to determine the reliability, the instrument was administered to twenty (2) business education lecturers in Alvan Ikoku Federal College of Education in Owerri, Imo State who were not part of the research study. Their responses were analyzed using the Cronbach Alpha method, which yielded the coefficient alpha of 0.82 which deemed the instrument fit for the study. The researcher administered (59) copies of questionnaire and 52 copies were retrieved after completion by the respondents and this is used for data analysis. Data collected was analyzed using mean and standard deviations for research questions. A four-point rating scale was used to analyze the data. The normative mean (Decision Rule/prescribed Standard) adopted for interpreting the obtained mean response scores using the following boundary limits: Highly needed, (HN-4), needed (N-3), partially Needed (PN-2), Not Needed (NN-1). The scale for mean was added as follows $4+3+2+1=10$ and divided by 4 to give a value of 2.50. Any mean response of 2.50 and above regarded as Needed/High Extent, while mean values below 2.50 were regarded as Not Needed/Low Extent.

Results

Research question 1: what are the work skills needed for global work competition by final year vocational technical education (Business) students?

Table 1: Respondents' mean and standard deviation ratings work skills needed for global work competition

S/N	Items Statement	Mean	SD	Remarks
-----	-----------------	------	----	---------

		n		
1	Communication skills	3.12	0.38	Needed
2.	Resilience (ability to absolute pressure or shock)	3.02	0.44	Needed
3.	Technological skills	3.87	0.37	Highly needed
4.	Organizational skills	3.74	0.55	Substantiall y needed
5	Self-confidence and information processing	3.54	0.53	Needed
6.	Professional ethic	3.65	0.30	Substantiall y needed
7.	Thinking and analytical skills	2.62	0.84	Needed
8.	Attitudinal	3.22	0.46	Needed
9.	Teamwork	2.84	0.95	Needed
10	Willingness to learn	3.03	0.49	Needed
11.	Good human relation	3.33	0.47	Needed
12.	Documentation	3.69	0.76	Highly needed
13.	Problem solving	3.36	0.448	Needed
Cluster Mean		3.31		Needed

Source: field survey, 2022 n=52

Data in Table 1 indicate that all the items have mean ratings ranging from 2.65 and 4.33 which means that the respondents considered them needed. The cluster mean score of 3.31 shows that the respondents considered the items as employability skills needed for global competition by final year VTE students. The standard deviations for all the items were within the same range showing that the respondents were not wide apart in their mean rating

Research Question Two: To what extend do the identified work skills suitable to prepare final year Vocational Technical Education (Business) students for global work competition?

Table 2: Respondents' Mean and Standard Deviation Ratings Identified Work Skills suitable for Global Work competitions.

S/N	Item statements	Mean	SD	Remarks
14.	Use of communication skills to build and inspire people to work towards organizational goals	3.16	0.36	High Extent
15	Residence ability)ability to absolve pressure)	3.53	0.50	Very

				High
16	Use of technological skill to describe the types of equipment to be acquired for the business	3.34	0.48	High Extent
17.	Use of information processing skills to deal with vast amount of information that is available to us when we are recording, organizing, retrieving, display and dissemination of information	3.07	0.32	High Extent
18	Use self confidence skills to create positive relationship in workplace that is more likely to thrive and lead to a reduction in staff turnover and related costs.	3.033	0.46	High Extent
19.	Use of professional ethics in the world lace to guide the behavior of employees with respect to what is right and wrong in regard to conduct and decision making.	3.78	0.23	Very High
20	Use of thinking and analytical to organize groups; to know how to coordinate the efforts o a network of individuals in an organization	3.36	0.49	High Extent
21.	Use of attitudinal behavior skills to maintain a stable, organized and meaningful structure in the world of work.	3.47	0.50	High extent
22.	Use of teamwork an organization to provide employees with an opportunity to bond with one another which improves relations among them.	2.92	0.35	High Extent
23.	Use of willingness to learn to gain knowledge and develop skills to improve your work performance.	3.122	0.37	High Extent
24.	Use of good human relation practices such as understanding needs and expectations of employees, provoking comfortable work conditions, resolving conflicts between management as well as co-workers creates satisfied and motivated employees.	3.25	0.81	High Extent
26.	Use of problem solving skills to identify, solve critical issues and conflicts that come across	2.84	0.95	High Extent
	Cluster Mean	3.51		High Extent

Source: Field Survey, 2022 N+52

Data in Table 2 indicate that all the items have mean ratings rating from 2.84 - 3.78 which means that the respondents considered the items as identified work

skills suitable for global work competitions. The stand deviation for all the items was within the same range showing that the respondents were not wide apart in their mean ratings.

Discussion of Findings

The results in Table 1 under question one revealed that the identified skills are substantially needed to prepare the final year vocational technical education (Business) for global work competition. This is in consonance with Bandaranike (2015), who stated that graduates need work skills to be conversant with high expectations of the labour market. More so, business education as a skilled programme is expected to produce graduates fortified and prepared for global work competition (Azubuiké, 2016).

The results in Table 2 under research question two revealed that the identified work skills are highly suitable to prepare final year vocational technical education (Business) students for global work competition a very high extent. This is in line with Social Research Conference (2017) report; which stated that the graduated students need certificatory work skills for efficiency and productivity. A work skill is the peak of performance in every work environment. Work skills portray the people's work potentials in and give them self confidence and job security. Business education programme should in addition to the core course include the work skilled courses that can fortify and equip students to face the challenges of global work expectations.

Conclusion

Result revealed that work skills identified in this study is substantially needed to prepare the graduates of business education for global work competition. The result also indicated that the identified work skills are need to a very great extent to get the graduates of business education fortified to face the global expectations and challenges. These work skills can also be used for white collar job and self reliance (entrepreneurship). As such, the curriculum f business education should accommodate the work cognitive skills generated by this study for global work competition and for further studies to enhance self for the world of work.

Recommendations

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

1. Business education students should endeavour to acquire the work skills needed for global work competition/creation.
2. In view of high work expectations and technological emergence, business educators are expected to improve and update their knowledge and skills in line with the global; work expectations. This will enable them impact same to the business education students.
3. Curriculum of business education should be reviewed from time to time and embrace the required global work skills as identified by the study.
4. Business educators should pattern an evaluation method to arrest the students none seriousness in their academic work. This will enable the students academically to perform well in any work environ

References

- Abah,D.A,P (2015).analysis of the effect of advertising on sales volume of an agro-allied company: a case of Benue Brewery Limited, Makurdi, Benue State, Nigeria. *American Joiurnal of Economics. Fiannce and Management*, 1(5),473-481.
- Adeoye,S.A.&Ebenezer,N.(2016).entrepreneurship skills needed by business education students in the 21st century workforce: challenges and

opportunities. *ABEN Conference Proceedings*, 325-333

Agocs, C. & Burr, C. (2020). employment equity, affirmative, actions and managing diversity: assessing the differences. *International Journal of Manpower*, 17, 4/5. 30-45.

Akinyere, T. Olowookere, O & Akinlabi, U. (2019). "Assessment of predictive factors influencing quality assurance in business studies program in Junior Secondary Schools Ogun State. *Nigeria Journal of Business Education*, 1 (2) 269-277.

Aliyu, (2014). *Business Education in Nigeria: Trends and Issues*. Ilorin: Goshen Print media.

Azubuikwe, R. N. (2018). *Employment condition and job satisfaction of business education teachers in Anambra State*, Unpublished Ph.D Dissertation UNN, Pp. 36-62.

Bandaranike, S & Willson, J. (2015). *Work skill development framework: An Innovative Assessment for Work Integrated learning* *Proceedings of ABEN national Conference*, (1-19).

Jimoh-Kadiri, S. O. & Buyo, G. O. (2017). Challenges facing e-learning in teaching business education courses: strategies for improvement. *Orient Journal of Education*, 6 (1&2), 163-169).

Job-Interview-Site.Co (2021). *Job interview and Career guide*. Top job skills for employees.

Patricia, C. I. (2019). employability skills needed to prepare final year students of business education for global work competition Delta State, Nigeria. *Nigerian Journal of Business Education*, 6(2)

Socialresearchconference, (2018). *Employers satisfactory survey. National Report*, Australia Got Dept of Education and Training. published in April, and downloaded in October, 2018.