



STRATEGIES FOR IMPROVING EMPLOYABILITY SKILLS ACQUISITION OF BUSINESS EDUCATION STUDENTS

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Abstract

The study determined the strategies for improving employability skills acquisition of business education students in tertiary institutions in Anambra State. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The entire population of 96 business educators in the area was studied without sampling. A structured questionnaire titled "Strategies for improving employability skills" which was validated by three business education experts was used for data collection. Cronbach Alpha reliability method was used to establish the internal consistency of the items which yielded coefficient index of 0.85 which was deemed reliable for the study. The researchers administered the instrument with the help of three research assistants. Data collected were analyzed using mean and standard deviation to answer the research questions while ANOVA was used to test the hypotheses at 0.05 level of significance using Statistical Package for Social Sciences (SPSS) version 21. Findings revealed that the respondents rated social and emotional intelligence and problem-based learning strategies to a high extent in improving employability skills acquisition of business education students in tertiary institutions in Anambra State. The test of hypotheses revealed that there was no significant difference in the mean ratings of business educators on the extent social and emotional intelligence and problem-based learning strategies improves employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience. It was concluded that the adoption of these instructional strategies will facilitate the acquisition of employability skills among business education students in order to be efficient in meeting today's workplace needs. The study recommended among others that, the Ministry of Education in partnership with National Universities Commission, Tertiary Education Trust Fund, and the National Commission for Colleges of Education should provide adequate and consistent training and re-training programmes for capacity building for business educators to enable them keep abreast with trends in the changing demands of the society.

Keywords: Strategy, employability skills and business education

Introduction

Business education is an educational programme that prepares students for entry into and advancement in jobs within business and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Business education equips its recipients to achieve total development. Esene (2012) defined business education as education for and



about business or training in relevant skills for office occupations. Business education as a vocational subject is designed to prepare students for the world of work both as employees and as employers. According to Dhaka (2011), business education typically prepares students for occupations in business and business related fields. Recipients of business education are capable of being gainfully employed in various offices or become self-employed. Onyesom and Okolocha (2013) defined business education as the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment. Onokpaunu (2016) posited that business education is that aspect of general education that prepares students' for employment and advancement in a broad range of office occupations, accounting profession, marketing occupations, teaching profession and entrepreneurship ventures.

Today, higher educational institutes are facing different challenges to equip graduates with correct competencies and attitudes required by the corporate world (Ume-Amen, 2014). The world of employment has changed dramatically. Technology is impacting practices and experiences while societies are becoming more global and multicultural. With the rise of globalization, employability is becoming one of the main goals of education systems. This is due to the dual challenges of competing in a world market and rapid technological advancements, which necessitate a redesign of the workplace and requires a behaviour and orientation toward work that go beyond step-by-step task performance (Overtoom in Saad & Majid, 2014). Therefore, in this challenging environment, the role of higher education institutions is not only to produce graduates with specific areas of specialization, but more importantly, to develop graduate employability skills that match the demands of industry. As such, universities are under intense pressure from the stakeholders, especially industry, to equip graduates with more than just academic skills (Saad & Majid, 2014). Skills have become increasingly important in the globalized world. The shifting demand for skills has necessitated the availability of highly-skilled labour

Skills development is essential for increasing the productivity and sustainability of enterprises and improving working conditions and the employability of workers. Vocational and technical skills are essential, but employers are seeking applicants with more. Employers want employees who can continue to learn and adapt, read, write and compute competently, listen and communicate effectively, think creatively, solve problems independently, manage themselves at work, interact with co-workers, work in teams or groups, handle basic technology, lead effectively as well as follow supervision. These core skills for employability are both important to employers' recruitment and enhance individuals' ability to secure jobs, retain employment and move flexibly in the labour market as well as engage in lifelong learning.

According to Schreuder and Coetzee (2011) employability refers to an individual's capacity and willingness to become and remain attractive in the labour market. It also refers to the individual's capability to be successful in a wide range of jobs. It is about being capable of getting and creating and keeping fulfilling job and having the knowledge, understanding, skills, experience and personal attributes to move self-sufficiently within the labour market and to realize one's potentials through sustainable and fulfilling employment experiences throughout the course of one's life. Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more



likely to choose and secure occupations in which that person can be satisfied and successful. Employability skills refers to the basic skills and capabilities that are needed from an individual to enable him get, operate and function in any job. The skills are complementary to technical skills that are required for a particular job. Employability skills are basically not related to technical or academic performance but are more attached to traditional notion of intelligence and emotional intelligence (Down, 2012).

The acquisition of employability skills is a means of increasing the productive power of nations. Consequently, the Nigerian society should recognize the fact that every citizen should be equipped to contribute effectively to the welfare of the country. The acquisition of such skills is important because when efficient and skilful hands are employed in any field of human endeavour, high productivity is usually achieved. Economically, maximum skills acquisition by business education students and others will help to enrich the Nigerian society and in this way, make possible sustainable development. Okorie and Ezeji in Udo and Bako (2014) opined that a rich nation is one that is capable of meeting the economic, social, moral and political needs of the citizenry. Nigeria as a nation will enjoy sustainable development if business education students in particular and all other students in general acquire maximum skills and competencies in their specialties.

The training of the students is based on the production of skilful individuals who are proficient in the production of goods and services that are not only relevant to themselves but to the society (Udofia, Ekpo, Nsa & Akpan, 2012). The acquisition of a life-long skills calls for effective and efficient teaching strategies and the utilization of improved and standard instructional facilities, to ensure the production of desired quality of graduates with enterprising skills. Aliyu (2013) opined that teaching is a process of imparting knowledge in the classroom. However, effective teaching and learning depends on the ability of the teacher to motivate learners to pick interest in learning through different strategic instructional strategies. Strategies are laid down framework of plans and actions of an organization geared towards achieving its set objectives in the short and long run (Nwazor & Onokpaunu, 2016). Nwazor and Onokpaunu further maintained that in the context of education, strategies entail how institutions of learning equip students with the desirable competitive advantage beyond mere classroom performances to deal with the problems of the society. The quality of the teachers and the utilization of the right strategies by the teachers play an important role in improving employability skill acquisition of the students. The teaching of business education requires the use of instructional strategies that will encourage learning by doing thereby leading to the development of key employability skills. In a business education classroom, employability skills are best acquired when the classroom replicates key features of real work conditions and instructional activities that are similar to those performed by workers in the workplace. The teaching of employability skills give students the capability to cope with the wide range of demands and experiences they will meet in the workplace. This makes business education more important now than ever before because it is an educational programme centred on the entire affairs of the workplace.

Business education students need employability skills in order to be effective in their chosen field of work. Therefore, the teaching method adopted by a business educator in teaching and learning is very imperative for improving and developing the employability skills of business education



students. Olufunwa, Waziri and Olorunmolu (2013) noted that if institutions that have business education programme must achieve their goals, they must put in place quality enhancing strategies that will ensure the production of quality graduates for national development. The acquisition of employability skills in tertiary institutions throughout Nigeria is a long process. The acquisition may also take place through extracurricular activities such as sports, clubs, and associations. These activities can help students develop leadership, critical thinking, and teamwork abilities. Chan and Murphy (2010) found that key skills cannot be developed or learned by reading books alone. Knowledge of the key skills should be strengthened through instruction and demonstrations, and by providing opportunities for students to practice. Employability skills give students the resources to cope with the wide range of demands and experiences that may be met in the workplace.

Prior researches reveal nine key strategies for which there is evidence of successful outcomes in improving students' employability skills acquisition. One is work experience and another is providing modules in entrepreneurship (Barrow, Behr, Deacy, McHardy & Tempest, 2010; Jing, Patel & Chalk, 2011). Another is coordinating a capstone project for students, combination of careers advice and specific employment skill development (Keller, Parker & Chan, 2011). *Teach them and they will get jobs* approaches are ineffective; the concept of employability must be made explicit for students, employers and educators (Kinash, Crane, Schulz, Dowling & Knight, 2014). Graduates also became more employable when their educators supported them to develop graduate portfolios, profiles, records of achievement and supporting graduates to engage electronic social networks for ongoing communication and awareness of job vacancies. Another effective strategy is to establish mentorship networks between successfully employed graduates and currently enrolled students (Oliver, 2013; Jing, Patel & Chalk, 2011). This study focused on social and emotional intelligence learning and project based learning strategies for improving employability skills acquisition.

Social and emotional intelligence learning (SEL) is defined as the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning (CASEL), 2016). There are five competencies that come out of this definition and they are as follows: (1) *self-awareness: the ability to understand one's emotions and how they influence behavior*; (2) *self-management: the ability to calm one's self down when upset, to set goals and work toward them, and to manage and control emotions*; (3) *social awareness: the ability to recognize what is appropriate in certain settings and empathize with others*; (4) *responsible decision making: the ability to make decisions that take into account social standards, consequences, and context* and (5) *relationship skills: the ability to communicate well, to listen and respond appropriately, and to negotiate conflict* (CASEL, 2016). This type of learning is essential to development, because students of all ages must be able to identify and regulate their emotions. Without regulation, students may respond impulsively to a variety of stimulation without being able to identify why. Emotions are the driving factors for human actions and being able to identify them is vital to function as a productive citizen (Martinez, 2014). If students, or individuals of any age, do not possess social and emotional intelligence skills they may act aggressively, submissively, passively,



nonchalantly, anxiously, or a wide range of other emotions, during a situation that may involve a different response in order to work in the individual's best interest .

According to the American Institutes for Research (2014), the techniques teachers have at their disposal are to encourage social and emotional intelligence learning during class time through classroom discussions, balanced instruction, self-reflection and self-assessment and cooperative learning. By using these techniques and incorporating SEL's core competencies, students' attitudes and beliefs towards themselves and school in-general will improve. An improvement in social-emotional skills creates a school climate with the capacity to retain academic, social, and emotional benefits for students such as: improved self-concept, fostering a bond with one's school, improved classroom behavior, as well as reductions in depression, stress and social withdrawal (Weissberg & Cascarino, 2013). By honing in on skills like social awareness students have the ability to internalize and envision a more tangible future by acknowledging how their school can assist them in attaining their desired goals. Through responsible decision-making and goal-setting, bringing their desired future to fruition becomes more realistic for students. This encourages belief in one's learning ability, while also boosting confidence levels, reducing depression and self-discouragement, and serving as another reason for students to want to attend school and perform well. In order for students to achieve success in school, career, and life, they must be taught social and emotional skills just as they learn reading, mathematics and science through instruction and practice. Social and emotional learning (SEL) curricula provide a key to workforce development by explicitly teaching the social and emotional skills employers seek for and the economy needs. So, through learning social-emotional skills, students are equipped with saleable skills and are helped to progress as productive citizens.

Project-based learning (PBL) is a learning method based on constructivism, which was first proposed by John Dewey at the end of the 1890s (Douglas & Stack, 2010). Project based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems, increasing the possibility of long-term retention of skills and concepts (Hye-Jung & Cheolil, 2012). Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. The core idea of project is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Typical projects present a problem to solve or a phenomenon to investigate.

The project-based learning is an educational enterprise in which students solve practical problems over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The project may be suggested by the teacher, but they are planned and executed as much as possible by the students themselves, individually or in groups. Project work focuses on applying specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility (Kilpatrick, 2015). Project based learning actively engages students in the learning process for



effective mastery of the subject matter and promotion of a positive attitude towards the subject. In a project based class, students take a participative role by leading discussions and teachers become facilitators. In this regard, teachers facilitate students discussion and interject only when necessary, allowing students to put the language to use and explore aesthetics of learning materials (Yusuf, 2016).

The influencing factors to employability skills development of financial accounting students in secondary schools in Anambra State may be years of teaching experience. The previous knowledge, experience and expert ideas of educators may determine the instructional strategy effective for employability skills development (Mang, Campbell, Ross & Boyd, 2013). Experienced teachers routinize much of their practices, making them habitual and automatic, built on tacit and situated knowledge (Ehimetalor, Osu-Nwufo, Makeri-Yahaya & Oladunjoye, 2009). Inexperienced teachers, on the other hand, approach their practice consciously while avoiding cognitive overload. Experienced educators can carefully select effective instructional strategies that would help students acquire employability skills.

The changing trend in the labour market profiles have increased the complexity of skills required by today's workforce and threatened the position of graduates that are ill-equipped with knowledge of broader skills. Considering the importance of employability skills across all sectors and job types in Nigeria, the ability of applicants to have acquired basic skills, and familiarity with computer usage, may open up a wide range of employment opportunities and increase their marketability in the workplace. As a result of the new demands of the labour market, there has been a consistent global call for tertiary institutions to equip students with employability skills by integrating the skills into their curricula. This will enable students to adequately acquire and develop the employability skills needed throughout the course of their studies. Therefore, the focus of this study was to determine the employability skills required by employers of business education graduates for effective performance in business organizations.

Statement of the Problem

Some graduates of business education are unable to find something doing because they lack the necessary employability skills required for white-collar jobs or for self-employment ventures. Despite the importance of broader skills on the employability of fresh graduates in Nigerian labour market, it is unfortunate that responses of employers of labour reveal that recent graduates are not yet ready to enter and face the complexities and challenges of the world of work in the era of modern technology (Tyman, 2011). This is because the graduates are seemingly deficient in transferable skills required of the workforce in the era of modern technology. These difficulties include defining skills, measuring outcomes, achieving authentic learning and the transfer of acquired skills in graduates from the classroom to the workplace, thus leading to low productivity. This scenario prompted the researchers to determine the strategies for improving employability skills acquisition of business education students in tertiary institutions in Anambra State.

Purpose of the Study

The purpose of this study was to determine strategies for improving employability skill acquisition of business education students in tertiary institutions in Anambra State. Specifically, the study sought to determine whether:



Social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students.

Problem-based learning is a strategy for improving employability skills acquisition of business education students.

Research Questions

The following research questions guided the study:

To what extent is social and emotional intelligence learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

To what extent is problem-based learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Business educators do not differ significantly in their mean ratings on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Business educators do not differ significantly in their mean ratings on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Method

The descriptive survey research design was adopted for the study. According to Nworgu (2015), a survey research design is the one that is aimed at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The study was conducted in tertiary institutions in Anambra State. The population of this study comprised 96 business educators. There was no sampling. The instrument for data collection was a researcher designed questionnaire. All copies of the questionnaire distributed were returned and used for data analysis. The questionnaire was structured based on the research questions guiding the study and the literature reviewed. The instrument was constructed based on five-point scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The questionnaire developed for this study was subjected to face validation by two experts in business education. Cronbach Alpha was used to ascertain the internal consistency of the instrument. This yielded coefficient index of 0.85 which was deemed reliable for the study. The researchers administered 96 copies of the instrument with the help of three research assistants. Data collected in the study were analyzed using descriptive statistics of mean to answer the research questions and standard deviation to determine the homogeneity or otherwise of the respondents views. ANOVA was used to test the null hypotheses at 0.05 level of significance. Statistical Package for Social Sciences (SPSS) version 21 was used in the analysis of data.

Results

Research Question 1

To what extent is social and emotional intelligence learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

Table 1: Mean ratings of the respondents on the extent social and emotional intelligence learning is a strategy improving employability skills acquisition of business education students in tertiary institutions. N=96.

S/N	Social and Emotional Intelligence	Mean	SD	Decision
1.	Help students to manage emotion properly	4.37	0.49	High extent
2.	Help students to solve problems cooperatively	4.50	0.50	Very high extent
3.	Enables students to practice empathy and caring	4.56	0.50	Very high extent
4.	Enabling students to make positive decisions	4.51	0.50	Very high extent
5.	Developing students strong and positive relationship with both peers and adults	4.37	0.49	High extent
6.	Reinforces students positive behavior such as self-control	4.55	0.50	Very high extent
7.	Ability to make accurate self judgement	4.39	0.49	High extent
8..	Helps students to relax and focus on learning	4.61	0.49	Very high extent
9.	Helps in resolving conflict	4.32	0.47	High extent
Grand Mean		4.46		High extent

As displayed in Table 1, the grand mean of 4.46 revealed that business educators agreed that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The item by item analysis shows items 2, 3, 4, 6 and 8 with mean ranging from 4.51 to 4.61 indicates that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions to a very high extent., while items 1, 5, 7 and 9 with mean ranging from 4.32 to 4.39 indicates that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions to a high extent. The standard deviations for all the items are within the same range indicating that respondents are homogeneous in their mean ratings.

Research Question 2

To what extent is problem-based learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

Table 2: Mean ratings of the respondents on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions.

N=96.

S/N	Social and Emotional Intelligence	Mean	SD	Decision
10.	Develop expertise in using practical work	4.61	0.49	Very high extent
11.	Motivate students by stimulating interest and enjoyment	3.93	0.75	High extent
12..	Provides opportunities to engage students in collaborative work	4.61	0.49	Very high extent
13..	Developing students ability to do things on their own	3.86	0.72	High extent
14..	Developing students skills through laboratory training for research	4.62	0.49	Very high extent
15.	Engages students and equips them with critical thinking	4.24	0.59	High extent
16.	Engages students in solving real world problems	3.91	0.63	High extent
17.	Engages students to perform actively in the class	4.05	0.66	High extent
Grand Mean		4.23		High extent

The data analysis in Table 2 shows the grand mean of 4.23 which revealed that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The item by item analysis shows that items 10, 12 and 14 with the mean ratings ranging from 4.61 to 4.62 indicates that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a very high extent, while items 11, 13, 15, 16 and 17 with the mean rating ranging from 3.86 to 4.24 indicates that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The standard deviation showed that there is homogeneity amongst responses indicating a greater consensus of opinion.

Testing the Hypotheses

Null Hypothesis 1

Business educators do not differ significantly in their mean ratings on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Table 3: Analysis of variance on mean ratings of business educators on the extent social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions.

As shown in Table 3 there is no significant difference among the three groups in terms of their

mean ratings on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience (0-5 years, 6-10 years and above 10 years), as the F-ratio (2, 93) was .149 and *P-value* (.862) was greater than the stipulated 0.05 level of significance. Therefore the null hypothesis was not rejected.

Null Hypothesis 2

Business educators do not differ significantly in their mean ratings on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Table 4: Analysis of variance on mean ratings of business educators on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions

	Sum of Squares	df	Mean Square	F	P-value
Between Groups	.002	2	.001	.149	.862
Within Groups	.471	93	.006		
Total	.473	95			

As shown in Table 4, there is a significant difference among the three groups in terms of their mean ratings on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience (0-5 years, 6-10 years and above 10 years), as the F-ratio (2, 93) was 0.096 and *P-value* (.909) was greater than the stipulated 0.05 level of significance. Therefore the null hypothesis was not rejected.

Discussion of Findings

Findings of the study revealed that business educators agreed that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. This orientates learners towards self-awareness, self-management and social awareness. The findings is in consonance with that of Martinez (2014) that emotions are the driving factors for human actions and being able to identify them is vital to function as a productive citizen. The findings also agrees with that of Weissberg and Cascarino (2013) who stated that an improvement in social-emotional skills creates a school climate with the capacity to retain academic, social, and emotional benefits for students such as: improved self-concept, fostering a bond with one's school, improved classroom behavior, as well as reductions in depression, stress and social withdrawal. In order for students to achieve success in school, career, and life, they must be taught social and emotional skills just as they learn reading, math, and science through instruction and practice. The test of hypothesis revealed that there was no significant difference in the mean ratings of business educators on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience. It followed therefore, that the null hypothesis stated was upheld. The findings agree with Mang, Campbell, Ross and Boyd (2013)



that the previous knowledge, experience and expertise ideas of educators may determine the instructional strategy effective for employability skills development.

Findings of the study also indicated that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The findings of this study is similar with the findings of Hye-Jung and Cheolil (2012) who asserted that project-based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems, increasing the possibility of long-term retention of skills and concepts. In support of this, Yusuf (2016) affirmed that project-based learning actively engages students in the learning process for effective mastery of the subject matter and promotion of a positive attitude towards the subject. The test of the second hypothesis revealed that there was no significant difference in the mean ratings of business educators on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience. Therefore, the null hypothesis is not rejected. This disagrees with Ehimetalor, Osu-Nwufu, Makeri-Yahaya and Oladunjoye (2009) who stated that experienced educators can carefully select effective instructional strategies that would help students acquire employability skills.

Conclusion

Based on the findings of this study, it is concluded that social and emotional intelligence learning and problem-based learning are strategies which will be effective for improving employability skills acquisition of business education students. Following the path of these instructional strategies may lead to a remarkable improvement in the teaching and learning of business education in tertiary institutions in Anambra State.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:
The Ministry of Education in partnership with National University Commission (NUC), the Education Thrust Fund (ETF) and the National Commission for Colleges of Education (NCCE) should provide adequate and consistent training and retraining programmes for capacity building for business educators to enable them keep abreast with trends in the changing society.
Business educators should endeavour to diversify in their use of instructional strategies in order to improve students' employability skills acquisition.

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