



ISSUES OF EMPLOYABILITY SKILLS DEVELOPMENT AMONG BUSINESS STUDIES TEACHERS IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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Abstract

The study examined issues of employability skills development among business studies teachers at public secondary schools in Rivers State, Nigeria. Two research questions were posed to guide the study and two hypotheses were tested at 0.05 level of significance. The population of the study was 7,330 and 40 percent of the total population was used as sample giving a total of 2,932 junior secondary school III students as respondents and simple random sampling techniques were adopted. Data for this study were collected by means of questionnaire. A total of 2,332 students who returned their instrument were studied. Test-retest method was used for the reliability test, which yielded reliability co-efficient of 0.86. Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses. Findings revealed that the basic academic and personal qualities skills acquired by the students but these skills acquired may not be effectively utilized to secure job because awareness of the importance of employability skills were not given to them as hypothesis one was significant and hypothesis two proved that there was no significant difference in the responses of the respondents on extent students can utilize the skills acquired to secure job. Based on the findings, recommendations made amongst which included that Basic academic and personal qualities skills should be effectively taught to business studies students and awareness of the need and importance of these skills need to be created to students for them to be well equip with employability skills development and teachers should effectively play their role while teaching business studies to students at public secondary schools

Keywords: Issues, Employability, Skills Development, Business Studies, Teachers

Introduction

Employment and employability is not the same thing and ought to be differentiated. Being employed means living a job, being employable means having the qualities needed to maintain employment and progress in the workplace. Employability from the perspective of Higher Educational Institutions is about producing graduates who are capable and able, and thus impact upon all areas of secondary school life, in terms of the delivery of Business Studies subjects and extra curricula activities by the teachers. Knight and Yorke (2003) in Nawaz and Reddy (2013) defined employability as a set of achievements, skills, understandings and personal attributes that make learners or graduates more likely to gain employment and be successful in their chosen occupations,



which benefits themselves, the workforce, the community and the economy. Employability skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on an individual or students' knowledge, skills and attitudes, how you use those assets and how one presents them to employers. Fundamentally, employability is about learning how to learn and employability is not a product but a process because it relates to the ability of the student to get (and retain and develop in) a job after graduation and employability is also concerned with enhancing the students attributes (skills, knowledge, attitudes and abilities) and ultimately with empowering the student as a critical lifelong learner (Yorke, 2006).

The concept of employability has in recent times remained the focus of government employers, job seekers and educators. Brown and Hesketh (2004) as cited in Imeokparia and Ediagbonya (2012) defined employability as the relative chances of getting and maintaining different kinds of employment. While most people view employability in absolute terms, focusing on the need for individuals to obtain credentials, knowledge and social status, the concept of employability can also be seen as subjective and dependent on contextual factors (Higher Education Academy, 2012). Students need to develop their personal skills and a set of thinking and learning skills. These skills and attributes are fundamental to improving students' employability as well as their learning (Akpomi&Amesi, 2013). Employability skills is a set of skills and knowledge that all Business Studies students ought to possess to ensure they have the capacity of being effective in the workplace when they graduate to the benefit of themselves, their employer and the wider economy. Lindberg (2007) viewed employability as producing students or graduates who are capable and able, and this impact upon all areas of school or university life, in terms of the delivery of academic programmes and extra curricula activities. Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. They can include skills such as communication and interpersonal, problem solving, using your initiative and being self-motivated, working under pressure and to deadlines, organisational skills, team-working, ability to learn and adapt, numeracy, valuing diversity and difference and negotiation. Others include self-management, capabilities, key competencies which Business Studies students if adequately taught will possess it.

Business studies is one of the compulsory subjects offered by junior secondary school students in Rivers State, Nigeria. It is a prevocational subject which is general business knowledge and to have basic ideas about business. Its components are shorthand, typewriting, office practice, commerce and bookkeeping. Students at this level are not being trained for a profession, professional training is at the tertiary level where trainees receive training in Business Education (Akpomi & Amesi, 2013). Business Studies is an interdisciplinary subject that incorporates knowledge from Sociology, Political Science, Mathematics, Statistics and Law. Business Studies is a dynamic course which prepares students for the challenges of the 21st century by introducing them to the world of business. Umezulike and Okoye (2013) viewed Business Studies as the key agent of economic and technological development either as a way of developing human capacity, increasing the shield of



workforce for modernization, industrialization, and environmental development or as a matter of personal freedom and empowerment of the populace. Amoor (2010) noted that Business Studies plays a significant role in the economic development by providing knowledge and skills to the learners thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems.

Objectives of Business Studies

The goal of Business Studies is primarily to produce competent, skilful and dynamic Business teachers, office administrators and businessmen and women that will effectively compete in the world of work. Its primary aim is the preparation of people for roles in enterprises such roles could be as employee, entrepreneur and employer or simply as self-employed. National Policy on Education (2013) stated the objectives of Business Studies as it ought to be implemented by teachers because teachers play important role in implementing the objectives of Business Studies curriculum. According to Okolocha and Oyeneke (2013), business studies equips its recipients with personal skill, consumer skill and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills make them to be wealth and job creators rather than job seekers. Business studies is a dynamic course which prepares students for the challenges of the 21st century by introducing them to the world of business and work. National Policy on Education (FRN, 2004; 2009 & 2013) stated the objectives of business studies as thus:

- Enable students acquire the basic knowledge of business studies
- Develop the basic skills in office occupation
- Prepare the students for further training in business studies
- Produce orientation and basic skills to start a life work for those who may not undergo further training
- Provide basic skills for personal use in future- Relate the knowledge and skills to the national economy.

The goal of business studies is primarily to produce competent skilful and dynamic business teachers, office administrators and business men and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises, such roles could be as employee, entrepreneur and employer or simply as self-employed. This goal can be achieved with the aid of effective teaching because it is geared towards wealth creation, entrepreneur development and skill acquisition for self-employment (Oduselu, 2011). A teacher is effective only if the students learn more and learn with greater ease and permanence that they would without his or her help. To know how to teach, it is necessary to know how students learn. Many psychologists have carried out experiments on how students learn and came up with theories which have greatly influenced teaching and learning. The teacher needs to be familiar with major theories of learning which would enable him or her understand students, their interest, mental aptitude, individual differences, their readiness level, those things that motivate them to learn as well as a variety of leaning experience which the students could be exposed to and made to participate actively in (Akpomi & Amesi, 2013). Teachers play significant roles in implementing the objectives of Business Studies as the National Curriculum on Teacher Education (2007) states that the role of the teacher in the teaching and learning process include but not limited to meeting the emotional, socio-political, cultural and religious needs of the individual students for the development of an integrated personality



(employability), the development of moral character and intellectual curiosity. Utuk (2017) opined that good teachers make the world, they inspire the best professionals and build the foundations for the next generation which is employability skills development. ToOkebukola (2017), engagement of quality teachers helps to solve more than half of the problems facing Business Studies at secondary schools because these teachers will not just teach the students, but will ensure that the students acquire employability skills in them. A good teacher must have skills and also add to loco parentis with affective, cognitive and psychomotor domain in delivering his or her lecture to the students.

Business Studies and Employability Skills Development

There are 10 top employability skills that students who offer Business Studies ought to possess from teachers teaching Business Studies, these skills includes:

Communication and Interpersonal Skills: This is the ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information and instruction.

Problem Solving Skills: The ability to understand a problem by breaking it down into smaller parts and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.

Using your Initiative and Being Self-motivated: Having new ideas of your own which can be made into a reality showing a strong personal drive and not wanting to be told to do things.

Learning Under Pressure and to Deadline: Handling stress that comes with deadline and ensuring that you meet them is very important and necessary.

Organizational Skills: Being organised and methodical. Able to plan work to meet deadline and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.

Team Work: Working well with other people (students and teachers) from different discipline, background, and expert to accomplish a task or goal.

Able to Learn and Adapt: To be enthusiastic about work and studies and to identify ways to learn from your mistakes for the benefit of both you and your employer or teacher.

Numeracy: The ability to use data and mathematics including bookkeeping to support evidence or demonstrate a point.

Valuing Diversity and Difference: Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.

Negotiation Skills: To take on board other people's (students and teachers) feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome. Other employability skills includes self-management, business awareness, customer care, application of information and communication technology, planning and organizing, flexibility and time management,. Other skills that seems important also are, global skills, which is able to speak and understand other languages and appreciation of other cultures, developing professionalism, action planning, decision making, interpersonal sensitivity and creativity (Akpomi & Amesi, 2013; Nawaz & Reddy, 2013). The diagram below illustrate more about business studies and employability skills development.

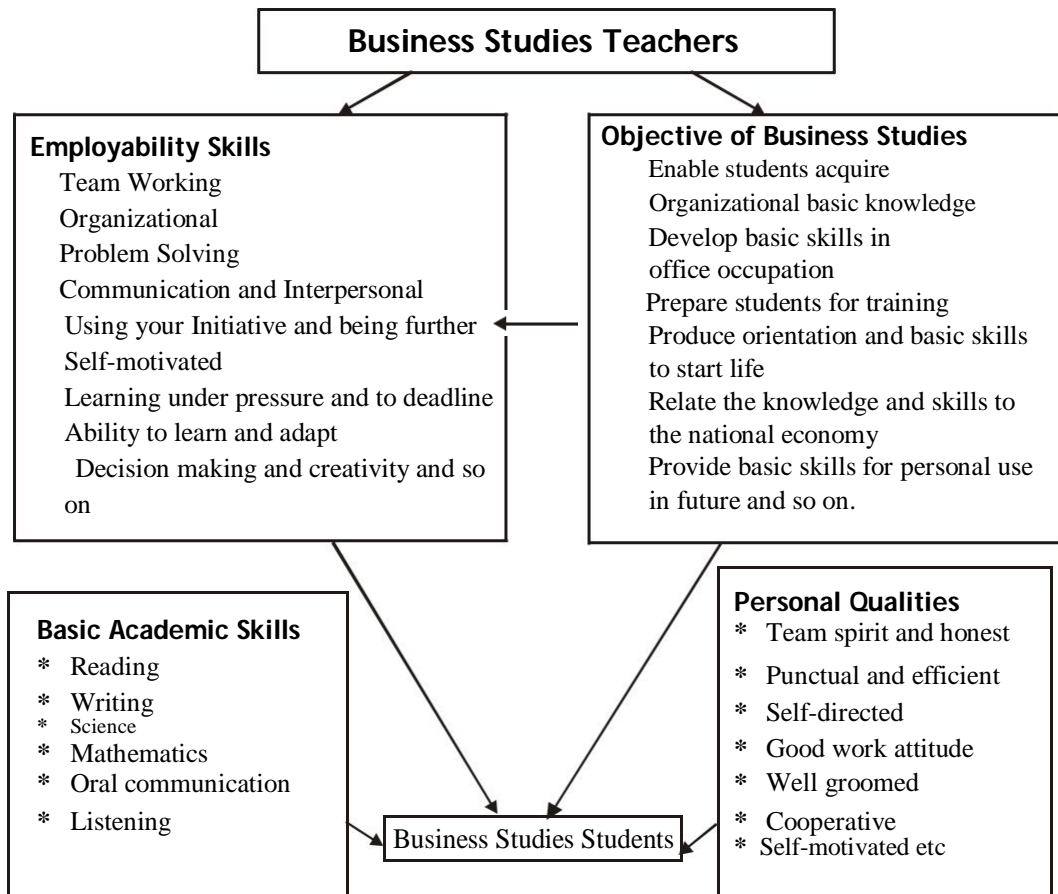


Fig. 1: Researcher's conceptualize knowledge on Objectives of Business Studies and Employability Skills Development

Business Studies Students and Skill Development

Business studies provide many opportunities to improve students' employability skills beyond an individual course. Taking part in a range of activities can help the student build his or her skills, decide on a future path, and provide employers with evidence of your suitability for a job. Employers want to see school leavers or graduates who have thrown themselves into life and make the most of their time at both secondary or university, and business studies gives an individual a chance to show future employers the full range of his or her experiences. In an increasingly competitive job markets, employers will look for qualities which will set apart one applicant from the others. A good student who is conversant with shorthand, typewriting and bookkeeping and has taken these courses serious at junior secondary school level or tertiary level, such student will perceive as having useful transferable skills as well as broad horizons and an adaptable approach to life and work. Business studies also gives opportunities to develop crucial skills and experience through office practice as a course of study.



Skills are promoted through business studies during industrial training attachment period. Other opportunities to develop skills can be explored through business studies by becoming a serious student or teacher. Business studies is widely considered instrumental in equipping new graduates with the required employability skills to function effectively in the work environment. Evaluation of business studies in enhancing skill development remains predominately outcomes focused with little attention to the process of what, how and from whom, students acquire essential skills during work placement and during course work lecture or teaching if teachers are not conversant with the teaching of business studies at secondary school levels, it will definitely affect the students acquisition of skills, but if taught adequately and appropriately, then the students will be effective in skills employers wants. Jacquelyn (nd) opined that basic academic skills are essential for job performance. Ideally, new hires will have the ability and will want to learn. They also need to carry out those instructions when asked for information, these individuals or students ought to be able to respond appropriately both orally and in writing, including recording and relaying information.

Statement of the Problem

The education of students in any sphere of life and most especially in business studies at secondary schools forms one of the cardinal point of education. To achieve this, teachers ought to play a vital role in shaping, directing and redirecting the students towards becoming vital and egg heads in business studies discipline. The researcher observed that most business studies teachers do not play their role effectively in shaping, teaching and directing business studies students on the effective skills that they ought to acquire and the need for them to be skilful, based on the fact that most teachers teaching business studies have little or no knowledge of shorthand, typewriting (Keyboarding) and bookkeeping. Further observation by the researcher indicates that most business studies teachers do not teach their students some of subjects that make up business studies in a way that the students themselves will have dominion, ascendancy and mastery of business studies subject and as such do not create room for employability skills. This may be based on the fact that the teachers themselves cannot effectively teach these subjects. It is on this premise that the researcher deemed it fit to establish the issues of employability skills development among business studies teachers at public secondary schools in Rivers State.

Purpose

The aim of this study was to:

- Determine if business studies students at public secondary schools acquire the basic academic and personal qualities skills necessary for advancement.
- Determine if business studies students at public secondary schools can utilize the skills acquired to secure job

Research Questions

Two basic questions guided the study:

- What are the basic academic and personal qualities skills acquired by business studies students at public secondary schools in Rivers State for advancement?
- What extent does business studies students at public secondary schools utilize the skills acquired to secure job?

Hypotheses

Two hypotheses were tested at 0.05 level of significance

There is no significant difference in the mean rating of male and female business studies students on the basic academic and personal qualities skills acquired at public secondary schools in Rivers State for advancement.

There is no significant difference in the mean rating of male and female business studies students at public secondary schools on how to utilize the skills acquired to secure job.

Method

The study area was Rivers East Senatorial zone of Nigeria. The design of the study was descriptive survey and the population was 7,330 junior secondary school III students, within the scope of the research because it is only the students that can tell if they were actually taught or not by the teachers. The entire population was not studied by the researcher and 40 percent of the total population made up the sample size for the study which gave a total of 2,932 respondents and simple random sampling techniques was adopted for the study. The schools studied by the researcher were 102 schools in Rivers East Senatorial zone. Details of the population is shown in Table 1. Data for the study were collected by means of questionnaire developed by the researcher from insight gained from reviewed works. The questionnaire has two parts - "A" and "B". Part A sought information on the selected personal background of the respondents, and it contained four items as to ensure that the respondents were actually students at public secondary schools in the choice area of the researcher. Part B sought information on the view of the respondents regarding the study with 14 question items. The questionnaire adopted a four point rating scale as Highly Acquired (HA = 4 points); Acquired (A = 3 points); Moderately Acquired (MA = 2 points) and Not Acquired (NA = 1 point) for research question one and High Extent (HE = 4 points); Extent (E = 3 points); Moderate Extent (ME = 2 points) and No Extent (NE = 1 point) for research question two. The researcher and three research assistants personally distributed the 2,332 copies of the questionnaire to the respondents. In all, 2,332 copies out of the 2,932 copies of the questionnaire sent out were retrieved, which amounted to 80 percent return rate. The initial copy of the questionnaire was face and content validated by 6 lecturers. Test-retest method was used to test the reliability of the items and a reliability coefficient of 0.86 was obtained. Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses.

Table 1: Population Distribution

S/N	Local Government	No. of Schools	No. of Teachers	Students Male	Female	Total
1.	Emohua	24	20	472	628	1,200
7.	Etche	13	4	200	280	480
6.	Ikwerre	13	61	488	748	1,236
3.	Obio/Akpor	19	10	688	898	1,586
5.	Ogu/Bolo	4	3	98	154	252
4.	Okirika	8	37	149	204	353
2.	Omuma	6	9	103	202	305
8.	Port Harcourt	15	88	825	1193	2,018
	Total	102	232	3,001	4,329	7,330

Source: Field Survey, (2018)

Results

The results obtained from the respondents is shown below:

Research Question 1

What are the basic academic and personal qualities skills acquired by business studies students at public secondary schools in Rivers State for advancement?

Table 2: Mean and Standard Deviation on Basic Academic and Personal Qualities Skills Acquired by Business Studies Students at Public Secondary Schools in Rivers State for Advancement

S/N	Items	Male N = 1,000			Female N = 1,332		
		X	S.D	Remark	X	S.D	Remark
	The Following Basic academic and personal qualities skills are Acquired						
1.	Problem solving skills	2.77	0.99	Acquired	2.46	1.09	Moderately Acquired
2.	Numeracy; reading and writing skills	2.92	0.98	Acquired	2.63	1.17	Acquired
3.	Able to learn and adapt	2.54	1.09	Acquired	2.45	1.10	Acquired
4.	Using your initiatives and being self-motivated	2.78	1.15	Acquired	2.77	1.12	Acquired
5.	Self-management	2.77	1.03	Acquired	2.42	1.03	Moderately Acquired
6.	Business awareness and customer care	2.87	1.04	Acquired	2.91	1.07	Acquired
7.	Communication and interpersonal skills	2.84	0.98	Acquired	3.03	0.96	Acquired
8.	Valuing diversity and difference	2.84	1.11	Acquired	2.57	0.87	Acquired
9.	Interpersonal sensitivity and creativity	2.68	1.10	Acquired	2.62	1.36	Acquired
Total Mean/S.D		25.01	9.47		23.86	9.77	
Grand Mean/S.D		2.78	1.05	Acquired	2.65	1.09	Acquired

Source: Research Data, 2018

Data in Table 2 shows that male business studies students acquired all the basic academic and personal qualities skills. The mean responses for these items; 1-9 were all above 2.50. The female students by their responses moderately acquired the skills in items 1 and 5 which are problem solving skills and self-management whereas, other skills in items 2, 3,4, and 6 were acquired by the female students. The Grand Mean and Standard Deviation for female was 2.65 and 1.09 respectively and that of the male were 2.78 and 1.05 respectively. The results in the table proved that both male and female students acquired the basic academic and personal qualities skills through business studies as shown in the table.

Research Question 2

What extent does business studies students at public secondary schools utilize the skills acquired to secure job?

Table 3: Mean and Standard Deviation on Extent Business Studies Students at Public Secondary Schools Utilize the Skills Acquired to Secure Job

S/N	Items	Male N = 1,000			Female N = 1,332		
		X	S.D	Remark	X	S.D	Remark
	Knowledge of Business Studies help you to:						
10.	Handle sophisticate office technologies and information systems	2.39	1.24	Moderate Extent	2.23	1.12	Moderate Extent
11.	Meet up with the challenges of the 21 st century	2.40	1.02	Moderate Extent	2.11	1.10	Moderate Extent
12.	Effectively compete in the world of work	2.29	1.17	Moderate Extent	2.80	1.05	Extent
13.	Impart knowledge into others	2.62	1.11	Extent	2.64	1.12	Extent
14.	Show future employers the full range of your experience	2.80	1.20	Extent	2.54	1.09	Extent
Total Mean/S.D		12.50	5.56		12.32	5.46	
Grand Mean/S.D		2.50	1.11	Extent	2.46	1.09	Moderate Extent

Source: Research Data, 2018

Data in Table 3 shows that male business studies students do not effectively utilize the skills acquired to secure job as items 1-3 showed moderate extent while only two items which is for 4 and 5 showed extent. The Grand Mean and Standard Deviation responses for male students was 2.5 and 1.11 respectively. The female students by their responses utilize the skills acquired to secure job as shown in items; 1-5. The Grand Mean and Standard Deviation for female students was 2.46 and 1.09 respectively.

Test of Hypotheses

The hypotheses for the study were tested accordingly as thus below:

Hypothesis 1

There is no significant difference in the mean rating of male and female business studies students on the basic academic and personal qualities skills acquired at public secondary schools in Rivers State for advancement.

Table 4: z-test of Difference Between Male and Female Business Studies Students on the Basic Academic and Personal Qualities Skills Acquired at Public Secondary Schools in Rivers State for Advancement.

Students	N	Mean	S.D	Std. Error	Z-cal	Z-tab	Remark
Male	1000	2.78	1.05	0.04	3.25	1.96	Significant
Female	1332	2.65	1.09				

*Significant at 0.05 level of significance

The analysis in Table 4 shows the z-test of difference between male and female business studies students on the basic academic and personal qualities skills acquired. The z-calculated value of 3.25 greater than the z-table value of 1.96 indicates that the null hypothesis is rejected. Therefore, there is significant difference in the mean responses of male and female business studies students on the basic academic and personal qualities skills acquired at public secondary schools in Rivers State for advancement.

Hypothesis 2

There is no significant difference in the mean rating of male and female business studies students at public secondary schools on how to utilize the skills acquired to secure job.

Table 5: z-test of Difference Between Male and Female Business Studies Students at Public Secondary Schools on How to Utilize the Skills Acquired to Secure Job.

Students	N	Mean	S.D	Std. Error	Z-cal	Z-tab	Remark
Male	1000	2.50	1.11	0.05	0.80	1.96	No Significant
Female	1332	2.46	1.09				

**Significant at 0.05 level of significance*

The analysis in Table 5 reveals the z-test of difference between male and female business studies students on utilization of the acquired skills to secure job. With the z-calculated value of 0.80 lesser than the z-table value of 1.96, the second null hypothesis is therefore accepted. This means that there is no significant difference in the mean responses of male and female business studies students on utilization of skills acquired to secure job.

Discussion

Findings from research question one showed that the respondents considered problem solving, numeracy, reading and writing skills, able to learn and adapt, using your initiatives and being self-motivated, self-management, business awareness and customer care, communication and interpersonal skills, valuing diversity and difference and interpersonal sensitivity and creativity as basic academic and personal qualities skills acquired through business studies at public secondary schools in Rivers East Senatorial zone. This finding is in agreement with the view of Amoor (2010) who opined that business studies plays a significant role in the economic development by providing knowledge and skills to the learners, thereby enabling the learners or students to adequately impart knowledge into others and handle sophisticated office technologies and information systems. Agreeing with the view of Amoor, Oduselu (2011) depicts that the goal of business studies can only be achieved with effective teaching because it is geared towards wealth creation, entrepreneur development and skill acquisition for self-employment. In agreement with Amoor and Oduselu, Jacquelyn (nd) viewed that failure to equip students with the job readiness (basic academic and personal qualities) critical to job success is equivalent to placing employability barriers in their path. Allowing students to graduate with deficiencies has far reaching implications. The researcher in agreement with Amoor; Oduselu and Jacquelyn, deduced that students who acquire basic academic and personal qualities skills are in demand and are considered valuable human capital assets to organizations and companies because employability skills are those basic skills necessary for getting, keeping and doing well on a job.



Result on hypothesis one proved that there is significant difference in the responses of male and female business studies students on basic academic and personal qualities skills acquired for advancement. Although, the students responded that they acquired basic academic and personal qualities skills for advancement, but the test of hypothesis proved significant which is to say that the level of acquisition of skills for advancement by business studies students at public secondary schools in Rivers East Senatorial zone is not adequate, so effort ought to be intensified for students to have more passion for business studies because employers of today are looking for reliable and responsible worker who can solve problem and who have the social skills and attitudes to work together with other workers.

Findings from research question two proved that the respondents considered that knowledge of business studies has help to handle sophisticate office technologies and information systems, meet up with the challenges of the 21st century moderately while, impart knowledge into others and show future employer the full range of experience and as well learnt through business studies showed an extent . This finding is in agreement with the view of Nawaz and Reddy (2013) who viewed employability skills as the transferable skills needed by an individual to make them employable. In agreement with Nawaz and Reddy, Utuk (2017) opined that good teachers make the world, they inspire the best professionals and build the foundations for the next generation which is employability skills development. Okebukola (2017) in agreement with Nawaz and Reddy and Utuk, depict that engagement of quality teachers help to solve more than half of the problems facing business studies at secondary schools because teachers will not just teach the students, but will ensure that the students acquire employability skills in them. The researcher viewed that if business studies students can utilize the basic academic and personal qualities skills acquired, and have positive attitude to take the initiatives to learn new things at all time, they will definitely excel rather than blaming others when things go wrong, because of their inability to acquire employability skills, they will be accountable for their actions.

Results on hypothesis two indicates that there is no significant difference in the responses of male and female business studies students on extent of utilization of basic academic and personal qualities skills acquired to secure a job. Rapid look at students of business studies at public secondary schools will indicate that teachers need to dedicate their time, effort, management and so on to enable the students effectively utilize the skills they acquired to secure job. It is the duty of the teachers to ensure that every skill acquired by the students can be utilized to secure a job and this can be done through proper impartation of affective cognitive and psychomotor domain in delivering his or her lecture to the students as proper preparation is the cure for poor performance.

Conclusion

The study has actually established the fact that issues of employability skills development among business studies students is necessary as it is the teachers that can help the students acquire employability skills. It is only the teachers that can impart into the students job readiness skills or employability skills. Teaching of business studies in Rivers East Senatorial zone has gone below its expectations. The teachers has derailed from its original intentions to just teaching the students the subjects they know and leaving out the once they do not know example shorthand, typewriting (keyboarding) and bookkeeping. Conclusively, the study showed that students acquired basic academic and personal qualities skills but to an extent these skills acquired cannot be effectively utilized and this is where the role of the teacher comes in to effectively teach the students for the world of work.



Recommendations

Based on the findings of the study and conclusion, the following recommendations were put forward by the researcher

Employability skills are teachable skills and should be taught with priority as to ensure that business studies students acquire these skills and also utilize the skills acquired to secure job.

Business studies at secondary schools should be taught using a democratic approach so that students awareness of values, attitudes and job readiness is increased.

Basic academic and personal qualities skills should be effectively taught to business studies students and awareness of the need and importance of these skills need to be created to students for them to be well equip with employability skills development.

Teachers should effectively play their role while teaching business studies to students at public secondary schools

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