



ENHANCING JOB CREATION MENTALITY AMONG UNIVERSITIES BUSINESS EDUCATION STUDENTS FOR GLOBAL RELEVANCE

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Abstract

This study examined enhancing job creation mentality among universities business education students for global relevance. It looked at business education curriculum and real world learning environment. Survey research design was adopted for the study. Two research questions and two research hypotheses guided the study. The study population was 525 Business Education students in 200, 300 and 400 levels of 2017/2018 academic session in two universities- University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH). Of this number, a sample of 177 was drawn using quota and simple random sampling techniques. A validated researcher-made four points rating scale questionnaire captioned Enhancing Job Creation Mentality among Universities Business Education Students for Global Relevance Questionnaire (EJCMAUBESGRQ) was used for data collection. Of the 177 copies administered, 142 representing 80% were found usable for analysis. After pilot-testing the instrument, a reliability index of .83 was achieved using Cronbach Alpha reliability coefficient. Data collected was analyzed using one way analysis of variance (ANOVA) and simple linear regression statistical tools. All the hypotheses were tested at .05 level of significance. Findings revealed that the curriculum and real world learning environment significantly enhance job creation mentality among universities business education students for global relevance. It was therefore recommended among others that periodic evaluation of the curriculum should be carried out in relation to societal issues, problems and trends in a bid to ascertaining the consistency of the curriculum in tackling identified societal issues such as unemployment if graduates of the program are to be globally relevant.

Keywords: *Unemployment, job creation mentality, business education curriculum, real world learning environment*

Introduction

Globally, chronic unemployment particularly among youths has become one of the most frequently referenced indicators of the mounting predicaments the young people faces. According to the International Labour Organization (ILO, 2004), youths unemployment has risen astronomically in the past decade to an unbelievable 88 million persons worldwide, representing 47 percent of the 186 million persons out of work worldwide in 2003.



In Nigeria, the National Bureau of Statistics (NBS, 2017) stated that unemployment rate rose from 14.2 percent to 18.8 percent in 2017, and the nation's labour population increased from 83.9 million in the second quarter to 85.1 million in the third quarter of 2017, signaling a difference of 1.2 million people in additional workforce. Unequivocally, Vanguard (2017) in affirmation with the NBS hinted that unemployment and underemployment reports from first quarter to third quarter of 2017 reveals that the total number of people in full-time employment (of at least 40 hours a week) diminution from 52.7 million in the second quarter to 51.1 million in the third quarter of 2017. To this end, the number of people within the labour force who were either unemployed or underemployed increased from 13.6 million and 17.7 million respectively in the second quarter to 15.9 million and 18.0 million in the third quarter of 2017. A further look into these startling figures informs that the total unemployment and underemployment combined increased from 37.2 percent in the previous quarter to 40.0 percent in the third quarter of 2017.

As presented in the report, Nigeria's economic growth has been witnessing unexplainable retardation since second quarter of 2014 which culminated in a spiral of economic recession. The concomitant effect of this has led to manic behavior producing hordes of gangsters, felonious tendencies, hooliganism, cultism and 'boko-haramism' among the unemployed youths with negative impact on job creation, national development, and global competitiveness.

Although Trading Economics (2018) penned that economic recession was technically over in the second quarter of 2017, several economic activities are still crawling or recovering sub-optimally. This hinges on the sheer reason that economic recession is consistent with increase in unemployment and job losses, while new jobs creation remained conk. All these in a nutshell portends bleakness and despondency for the nation described as the most populous nation in Africa, reputed with having enviable fundamentals including the 6th largest gas reserve and the 8th largest crude oil reserve in the world (Ikutal, Edet & Abeng, 2018), which ordinarily should make it the hub for job creation and easy employment.

Antithetically, unemployment has subtly encroached itself on the nation as a ticking time-bomb awaiting detonation (Ogwu, Omeje & Nwokenna, 2014) to an extent that graduates of varying disciplines including business education are found in their dozens loitering everywhere in search of ready employment when they are supposed to be the prime job creators in tandem with the vision and objectives of their programs of study. Occupation wise, the study of business education prepares students for jobs in myriads of areas such as but not limited to teaching, banking, manufacturing, advertising, marketing, and information and communication technology sector (Edet, 2018). Ogwu, Omeje and Nwokenna (2014) asserted that business education students could create jobs in the areas of weaving, trading, barbing, hair dressing, making of mounds, music and so on. Armed with this job creation insight, one would not be surprised as to why Tonne and Nanassyin Ben (2010) saw business



education as that aspect of the total education program that provides the knowledge, skills, understanding and attitudes necessary to perform in the business world as a producer and/ or consumer of goods and services. Doubtless, business education cannot be started and finished without implanting in the minds of students job creation mentality that will galvanize them into becoming self- reliance individuals (FRN, 2004).

Job creation mentality simply means engaging the brain in a deep-seated thought with positive ideas nurtured that could create jobs. Put differently, it connotes putting to use the humans brain powers such that could develop new jobs where none exists. In the words of Adeyemi (2000), it is the business of human beings to create and recreate whatever their minds conceive. Relatedly, job creation in whatever guise begins with having the right mentality. As Adeyemi (2000) professed further, the day idea is introduced into someone's mind, creation (and indeed job creation) sprout. Unarguably, everything visible today for example building of cars, weaving of clothes, construction of roads, packaging of foods, drinks or paints and so on were once latent and existed in the form of idea in someone's mind. This being true, one may not be wrong to assert that all jobs ever created had always remained in a stalemate until a mental force was applied.

In this study therefore, factors that can stimulate job creation mentality among business education students are: the curriculum and real world learning environment. Ahmadi and Lukman (2005) considered the curriculum to be a set of courses and the contents offered at a school or university. They maintained that a curriculum is prescriptive and based on a more general syllabus, which merely specifies what topics must be understood, and to what level towards achieving a particular grade or standard. Offorma (2005) opined that a curriculum is a planned learning experience offered to a learner in school, adding that it is a program of studies made up of three components: program of studies, program of activities, and program of guidance. In what appears to be a modern view of curriculum, Osam and Ina (2004) argued that curriculum is all the knowledge and experiences amassed by students in and out of the school walls, either on the timetable or outside it, meaning that all the experiences the learner has regardless of when or how they take place is termed 'curriculum'.

From the foregoing, therefore, it is glaring that the construct- curriculum has diverse meanings and interpretations, and from whatever side one chooses to look at it, the persistent and pain laden unemployment situation in Nigeria today is traceable to the use of a defective curriculum (Ogwu, Omeje & Nwokenna, 2014; PM News, 2012). The plausible belief here is that the curriculum was not designed to cater for the emerging needs and daunting challenges of the nation. While narrating an exotic detail, Charles (2009) quipped that the curriculum that could develop job creation mentality among students (business education inclusive) is a 'future oriented curriculum' with poised focus on learning for understanding, and that which calls for a move away from 'assessment careers' towards 'learning careers'. Such fitting curriculum, Ogwu, Omeje and Nwokenna (2014) stressed demands a paradigm shift from orthodox content base to an integrated skill base.



Particularly, business education program is offered in the university with options in Accounting, Management, Marketing and Office Technology and Management(OTM). This study surveys the first three options letting out office technology and management because the two institutions studied do not offer it. However, these three optional areas are not without their unique curriculum content. The curriculum for accounting education specifies core courses like: elements of accounting, introduction to financial accounting, principles of business finance, introduction to cost accounting, management accounting, taxation, auditing and investigation and financial management. Management education core courses are: administrative office management, economics of production, organizational behavior, small scale business management, human relations management and business organization. Marketing education requires its learners to offer the following core courses: principles of marketing, consumer education, Nigerian marketing system and commercial policy, principles of advertising, sales management and retail and wholesale management (National Universities Commission NUC, 2007). Allied to these core courses mentioned, the university business education curriculum also demands students in all the options to offer educational courses, and other general courses. Comparatively, Okoye, Makobia and Atomatofa (2013) maintained that countries like Japan and Asian Tigers adopt a skill oriented curriculum. Hence, they too advocate that Nigeria should emulate same. These authors went on to posit that China for example is operating with her plans to create a big pool of entrepreneurs (job creators) through technical skills acquired by using a suitable curriculum.

Learning environment describes a setting in which teaching and learning as well as other indoor and outdoor activities takes place (Akaname & Ngwoke, 2010). The Organization for Economic Co-operation and Development (OECD, 2001) consideration of learning environment is that learning around the world should accommodate both the known and identifiable needs of today (which should be real and not pseudo or imagined), and the uncertain demands of the future. Such environment they advanced should provide support and enhance the teaching/learning process, encourage innovation, foster positive human relationships and to say the least be a tool for learning. Such an environment if one may ask how it should be, in response; it must be a real world learning environment.

Real world learning environment involves teaching and learning that takes place in an identical or similar environment as is found in the actual world of work. Pearce (2016) calls it authentic learning. She remarked that it is a form of learning with the intent of linking what students are taught in school to real world issues, problems and applications. The author contented that learning experiences ideally should mirror the complexities and ambiguities of real life.



The world over, the acute shortage of jobs with its attendant consequential negative impact places consuming responsibilities on training institutions and their trainers to relevantly lay bare the truth to students that unemployment is present in the society, and that the easy way out is to be armed with job creation mentality right from school. Significantly, therefore, if business education students are taught with real jobs, real machines, real equipment, and likely situations as is or will be present in the world of work, they would have gained mastery of 'hands-on-skills' which is a sine qua non and leeway to escape poverty trap through cultivating the students' minds with possibilities for job creation.

Ben (2010), advanced that pseudo learning environment is false, counterproductive, and pretentious with expectations that are illusive and unattainable. He enlightened that the aim of vocational education in which business education is a part will be defeated if the training of students is based on pseudo rather than real world learning environment.

Plainly, if nations like Japan, India, China, Malaysia, South Africa, Turkey and others that are not as naturally endowed as Nigeria could be making visible waves in terms of industrialization, technological advancement, and employment generation, what could be inhibiting Nigeria from carving a niche for herself and trailing the blaze in employment generation? Definitely, there is a compelling need to re-orientate Nigerian youths especially business education students towards enhancing their job creation mentality right from school. Should this be considered germane, can the use of a suitable curriculum and real world learning environment foster job creation mentality among business education students? The answer to this poser underscores why this study was undertaken.

Purpose of the Study

The main purpose of this study was to examine how job creation mentality could be enhanced among universities business education students for global relevance. Specifically, the study examined;

1. How the curriculum enhances job creation mentality among universities business education students for global relevance.
2. How real world learning environment enhances job creation mentality among universities business education students for global relevance.

Research Questions

The study sought to answer the following research questions:

1. To what extent does the curriculum enhances job creation mentality among universities business education students for global relevance?
2. To what extent does real world learning environment enhances job creation mentality among universities business education students for global relevance?



Research hypotheses

The following hypotheses guided the study:

1. There is no significant difference in the enhancement of job creation mentality among universities business education students exposed to the curriculum of accounting, management and marketing for global relevance.
2. Real world learning environment does not significantly enhance job creation mentality among universities business education students for global relevance.

Research Methodology

The study adopted survey research design using questionnaire to collect information on enhancing job creation mentality among universities business education students for global relevance. Specifically, attention was directed at the curriculum used and whether real world learning environment was used. Two research questions and two corresponding hypotheses guided the study. The study area was Cross River State, which is one of the 36 states in Nigeria. 177 respondents from the University of Calabar (UNICAL), and Cross River University of Technology (CRUTECH) were sampled from a population of 525 using quota and simple random sampling techniques. Of this number, 142 questionnaires which represented 80 percent were found usable for analysis. This is shown in table 1.

A researcher-made structured questionnaire validated by 5 experts; 2 each from business education units in the two institutions surveyed and 1 expert from measurement and evaluation UNICAL was used for data collection in the study. The reliability estimate of .83 was achieved for the instrument after a pilot test. The instrument was administered and retrieved personally by the researchers and two assistants after completion. This was done after detailed information about the problem being researched was explained to the respondents. A coding key was designed to code all responses. One way analysis of variance (ANOVA) and simple linear regression were used to test the hypotheses at .05 level of significance.

Table 1: Population and sample distribution of the study

Options of study	Levels	Population	Sample
Accounting	200	57	17
	300	88	21
	400	70	23
Management	200	91	26
	300	104	22
	400	66	20
Marketing	200	19	3
	300	15	4
	400	15	6
Total		525	142



Results

Hypothesis One

There is no significant difference in the enhancement of job creation mentality among universities business education students exposed to the curriculum of accounting, management and marketing for global relevance.

Table 2: Mean and standard deviation of variable

Options of Study	N	X	S.D
Accounting	61	5.49	1.543
Management	68	4.01	1.427
Marketing	13	3.36	0.678

Test for significance was done using one way analysis of variance at .05 level of significance. A summary of the result is presented in table 3.

Table 3: One way analysis of variance (ANOVA) of enhancing job creation mentality of universities business education students' in the three options (Accounting, Management and Marketing) exposed to the curriculum

Option of Study	Source of Variance	Sum of Square	d/f	Mean Square	F-ratio
Accounting	Between group	121.101	2	32.514	5.733*
	Within group	1061.221	138	5.671	
	Total	1182.322	140		
Management	Between group	113.301	2	25.286	5.701*
	Within group	1043.517	138	4.435	
	Total	1156.818	140		
Marketing	Between group	30.71	2	17.256	3.873*
	Within group	1452.835	138	4.456	
	Total	1483.550	140		

*significant @.05; critical F= 3.00

From the revelation in Table 3, it is clear that there is a significant F-ratio in all the options surveyed. This means that there is a significant difference in the enhancement of job creation mentality among universities business education students exposed to the curriculum of accounting, management and marketing for global relevance. Particularly, result of one way ANOVA computation presents an F-ratio of 5.733, 5.701, and 3.873 for accounting, management and marketing education options respectively.

Following the significant F-ratio of Accounting, Management and Marketing options, a post-hoc testing using Fisher's Least Significant Different (LSD) multiple comparison analysis was done to determine which option differ significantly in terms of



enhancement of job creation mentality when exposed to the curriculum. The result is shown in Table 4.

Table 4: Result of Fisher's LSD multiple comparison analysis of the enhancement of job creation mentality among universities business education students exposed to the curriculum.

Option of Study	Accounting (61)	Management(68)	Marketing (13)
Accounting	5.49 ^a	0.48 ^b	2.13
Management	3.52* ^c	5.01	1.65
Marketing	3.28*	0.52	3.36

MSW= 4.85

a = group means are placed along the diagonals

b = difference between group means are placed above the diagonals

c = Fisher's t-value are placed below the diagonal

*Significant at .05 level, critical t= 1.96, df=140

The entries in Table 4 have shown significant Fisher's t-value of 3.52 and 3.28 and a non-significant t-value of 0.52. This analysis revealed that universities business education students of accounting option were better in their enhancement of job creation mentality than those in marketing option, while the job creation mentality of management option students did not seem to be enhanced when exposed to the curriculum.

Hypothesis Two

Real world learning environment does not significantly enhance job creation mentality among universities business education students for global relevance.

Test for significance was done using simple linear regression at .05 level of significance. A summary of the result is presented in table 5.

Table 5: Simple linear regression analysis on enhancing job creation mentality among universities business education students for global relevance through real world learning environment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.731	.649	.628	2.56730	
Source of variation	S. S.	Df	MS	F-ratio	P-val.
Regression	3951.579	1	3951.579	1584.434	.000
Residual	493.921	140	2.494		
Total	4445.500	141			

*p< .05; df=1, 141; critical F= .000



From Table 4, the correlation between the real world learning environment and job creation mentality among universities business education students for global relevance was .731. This means that as students are continuously taught in a real world learning environment, their job creation mentality is enhanced. From the correlation coefficient, an R square of .649 was obtained, this imply that about 64.9% of the total variation in enhancing job creation mentality is accounted for by real world learning environment. The P-value (.000) associated with the computed F-value (1584.434) is less than the level of significance (.05). Consequently, the null hypothesis was rejected, meaning that real world learning environment significantly enhance job creation mentality among universities business education students for global relevance.

Discussion of Findings

Findings from the post-hoc testing for hypothesis one reveals that Accounting and Marketing options students have their job creation mentality enhanced when exposed to the curriculum of the program. This result has therefore discredited Ogwu, Omeje and Nwokenna (2014) and PM NEWS (2012) who asserted independently that the unemployment situation in Nigeria is linked to the use of a defective curriculum. In this sense, one may not be adjudged wrong for positing that the in-use business education curriculum is a future oriented curriculum. This is in line with the view of Charles (2009) that a future oriented curriculum can develop job creation mentality among students (business education students inclusive). On the contrary, it is possible that the curriculum of a program of study could be qualitatively-loaded, yet the pedagogical approach of dishing out the content poorly selected and applied. Such aberration could pose avoidable threat towards the enhancement of job creation mentality among business education students of universities.

The second finding indicates that real world learning environment enhances job creation mentality among universities business education students for global relevance. This suggests that students are not taught in a real world learning environment. This therefore account for why students after graduation turn to be job seekers instead of job creators. This finding affirms the submission of Ben (2010) that teaching and learning in a pseudo learning environment in which business education students are taught is false, counterproductive and pretentious, leading to illusive and unattainable expectations. No wonder business education students on graduation think less of job creation, but involve more in seeking for (white collar) jobs even when none seems to come forth.

Conclusion

The seemingly endless unemployment hydra-headed monster threatening Nigerian graduates including those of business education appears not to have met any substantial redress because the present students' job creation mentality could best be described as low-



down. In depth look into the scenario leaves one with the premise that although the content of the curriculum as revealed in this study seems okay, poor implementation of the curriculum and the teaching of students in a pseudo learning environment may be the causation why persistent and biting unemployment abounds.

The nostrum for this enigma, however, lies in the quality implementation of a skill-integrated curriculum as well as learning in a real world environment. Until this is done, the enhancement of job creation mentality among universities business education students will remain alien to Nigerian students in this globally competitive world.

Recommendations

Arising from the findings of this study, the following recommendations were advanced:

1. There should be periodic evaluation of the curriculum used in relation with the societal issues, problems and trends to ascertain the extent to which it is consistent in tackling identified issues and challenges including job creation mentality.
2. Conscious efforts should be made in ensuring that real machines, equipment and tools are procured and used in every teaching/ learning situations where real work environment is created or improvised so as to facilitate the enhancement of job creation mentality among students.

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