



## **ASSESSMENT OF EMPLOYABLE SKILLS ACQUISITION FOR SELF--RELIANCE IN BUSINESS STUDIES CURRICULUM AMONG GOVERNMENT JUNIOR SECONDARY SCHOOLS IN BIU- BORNO STATE**

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### **Abstract**

*This study was conducted to determine the extent to which business studies influenced students acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State; ascertain whether business studies influenced students towards the acquisition of computer skills for self-reliance in government junior secondary schools in Biu-Borno State. Three research questions and three null hypotheses were raised in line with the stated objectives. Survey research design was adopted for the study and data were collected using a researcher designed questionnaire which contained thirty items. A total of three hundred and seventy four business studies students responded to the instrument. The data gathered were analyzed using the mean and standard deviation to answer the research questions and t-test to test the three null hypotheses at 0.05 level of significance. Findings from this study among others revealed that significant difference existed in the extent to which business studies influenced students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State. Likewise, a significant difference existed in the extent of influence of business studies towards students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno State. Based on the findings of this study, it was recommended that business studies curriculum contents should be properly taught so as to encourage the acquisition of keyboarding skills in government junior secondary schools in Biu-Borno state. Also, Business studies and vocational training at the government junior secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of computer skills.*

**Keynote:** *Business Studies, Skills Acquisition, Self-Reliance and Curriculum*

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### **Introduction**

Skill as basic ability is the means by which man adjust to life. A person's attitude and work functions are required and necessary antidotes suggesting the suitable skills performance and acquisition of same by going through a given work sample. In the work place, skill is what the workers give in exchange for numeration. If the skill (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker gets satisfaction and the employer gets satisfactoriness in correspondence. This process, if sustained culminates



in promotion, retaining and prolonged tenure that leads to productivity (Adeyemo, 2009). Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but be developed through training, practice and experience.

Acquisition of employable skills for self-reliance is the fundamental aim of business education programme in Nigeria. Employable skills are those skills needed by an individual to secure a job as an employee or employer. Okute (2013) opined that employable skills are the skills that enable an individual to acquire and keep a job in an occupation. Okute further added that employable skills focus on personal image, attitudes, habits and behaviors, techniques or communications, problem-solving and decision making that cut across management and organizational process.

Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, and critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position. What specifically are those skills, attitudes and actions, i.e., employability skills, necessary for getting, keeping, and doing well on a job? Employability skills, while categorized in many different ways, are generally divided into three skill sets: (a) basic academic skills, (b) higher-order thinking skills and (c) personal qualities (Jacquelyn, 2000).

Business Education is a type of education that helps someone to learn the facts, acquire skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situation. Ndimechi and Ementa (2013) stated that one of the basic objectives of Business Education is to empower the recipients with desirable skills, knowledge and values to perform specific functions so as to be self-reliant. Business education programme in the junior secondary schools is slightly different from what is obtained in the senior secondary schools. In the junior secondary school which is a three-year programme, it is called Business studies which comprise of six subjects such as: commerce, Book-keeping, offices practice, typewriting, shorthand and computer studies. It is pre-vocational subjects as was classified in the revised National Policy on Education (FRN, 2014). Essong (2001) stated that at this level business studies is meant to develop basic skills in occupations, and to provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

Prior to 1977, no subject was called business studies in Nigeria education system. It came into existence as a result of the introduction of Junior Secondary School (JSS) in the 6-3-3-4 system of education in 1981, with five specific subject areas which include: office practice, bookkeeping / accounting, typewriting, shorthand and commerce. Due to the need to transform our secondary school system to be in tune with global and national demands, the FRN through NERDC made Typewriting an elective subject while Insurance and Store management were added to business studies in 2008. Business studies form a means of laying



foundation for national, technological, economical advancement and for higher education (N.P.E, 1981 revised in 2004) and (FRN, 2008). According to researchers, it equips its recipients with personal skills, consumer skills, and knowledge for clerical and managerial (Malik, Mlik, Khan, Bhutto, & Ghouri, 2014)abilities needed to adapt to changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers.

The Comparative Education Study and Adaptation Centre (CESAC) revised ( 2007), listed the general objectives of business studies as follows:

- 1 To provide the orientation and basic skills with which to start san occupation for those who will not go for further training.
- 2 To develop basic skills in office occupation
- 3 To preparation of students for further training in business studies
- 4 To provide basic business skills for personal use in now and in the future and
- 5 to relate the knowledge and the skill to the national economy.

According to NERDC, (2012),"The alignment of this curriculum took cognizance of the need to provide students with ability and skills to be gainfully employed upon completion of their programme as well as prepare them for setting up their small businesses as entrepreneurs as well as creating awareness on how to be better as consumers and knowing the right of the consumer. All these are in tandem with the NEEDS thrust on value re-orientation, employment generation and wealth creation."

Curriculum is the entire body of knowledge offered by school including selecting and organization of knowledge, skills, attitudes, values and beliefs to be transmitted. Curriculum determines course to be taught and method to be adopted. Okagbare (2010) opined that curriculum consists of a carefully mapped out programmes of what to teach, and how to teach, the author stressed that it is through curriculum that the values, the dreams, and the desires of a nation are better interpreted.

Shuga (2010) stated that, the fundamental purpose for introducing Business Studies in secondary schools curriculum was to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education or training, and daily life. Eze (2011), added that the goals of business studies curriculum are to enable students to: gain an understanding of business concepts through the study of subjects such as Commerce, Shorthand, Office Practice, Book-Keeping and Computer; develop the skills, including critical thinking skills, and strategies required for self employment: apply the knowledge, skills and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national and global levels; and develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy. The major challenge facing the nation is how to equip the graduates in particular and youths in general, with appropriate skills and competencies for self employment and self-reliance. Self-



reliance is the autonomy of decision- making and full mobilization of a society's own resources. It also means self-confidence, reliance primarily on one's resource, human and natural, and the capacity for autonomous goal-setting. A self-reliant person is an individual who relies on oneself or on one's own powers and resources, depending less on other people in the management of human and material resources. According to Ofoye (2010), individuals will be self-reliant when they have possible cause to access and utilize the essentials of life which includes good food, clothing, shelter, medication, transportation and functional education.

For a third world country especially Nigeria to be economically self-reliant, she must necessarily diversify her economy as well as encourage the youth to embrace self-employment through appropriate favourable policy environment that would facilitate skills acquisition, entrepreneurship, and self-reliance. The place of skill acquisition cannot be over emphasized in the rapid development of other sectors of the economy. A skill can be seen as a talent or ability an individual possesses and this could be acquired through deliberate personal experiences, training, observation and practice. Skill acquisition on the other hand involves the development of a new skill, practice or a way of doing things usually gained through training or experience. Skill acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenues for employment, thereby creating an avenue for jobs and wealth creation while instilling self-sufficiency and reliance (Isaac 2011). Acquisition of skill has been conceived as an effective remedy for self-reliance. The whole idea is that, students should be given skill training in addition to their regular academic programme/curriculum in the crucial sectors as being demanded by the industry. Gumbari (2011) declared that skill acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagements of youths. He further stressed that no issue should be addressed as a matter of urgent national importance than that of skill acquisition by the youth considering the failure of our basic education to yield the expected positive results with its attendant consequences such as armed robbery, militancy, kidnapping and a host of others.

Shorthand is very important as one of the vital component, and requirements of the business education curriculum. Shorthand is taught right from junior secondary schools in Nigeria under business studies at the secondary schools to tertiary institutions such as Polytechnics, Colleges of Education and some Universities. The acquisition of shorthand skills by a student makes him/her relevant in the Business world. Shorthand is a vocational skill course that requires a good listening skill as it aims at a degree of coordination between the ear, the brain and the hand, so closely that an audible sound or impression immediately evokes a muscular response that ultimately becomes automatic. It is seen as a quotient to successes (Chukwuma, 2013).

Shorthand has the ability of molding lives; it instills discipline by being careful when writing. It builds confidence into writers. It is often a key to understanding English language, the consonants, vowels and phrases used in English. It also helps in the reading



writing, language and spoken abilities. The acquisition of shorthand skills by a student's makes him/her relevant in the Business world. There is no doubt that he is an indispensable figure in every aspect of an organization which perform secretarial duties most effectively (Arukwe, 1999). A successful shorthand student has brighter future ahead because shorthand is useful in almost all profession. For example, shorthand notes are legal documents that can be used in a court case. Shorthand is a vital skill for court reporters because in most jurisdiction cameras and recorders are not allowed in court during proceedings.

Typewriting instruction is a vital and major part of business studies programme in our secondary schools. The subject lends itself to the attainment of the objectives of giving students a chance to "acquire further knowledge and develop skill" (FRN, 2014). In addition to recognizing the utility of typing skills as a kit for gainful employment, studies indicate incontrovertibly that typewriting benefits vocabulary, reading, spelling, and other skills. Typewriting also influences positively subject matter acquisition. It helps develop favorable attitudes and habits, reinforces basic English knowledge, provides confrontation with a precision of machine (interface), facilitates the gathering of general information in a subliminal fashion from the content of timed writing and practice copy, fosters techniques immediately applicable to social life and school activities, liberates the creative mind from the limitations of handwriting, and contributes to remedial education. Umo (1995) suggested that the teaching and learning of business studies should concentrate on quality performance. Correct keyboarding is all about enhancement of skills in and outside the classroom.

The skills and knowledge acquired from the typewriting keyboarding is what translate into the computer keyboarding. Today in our society, skills in keyboarding are in evidence in almost every aspect of our lives. We are constantly experiencing the need of keyboard training in our educational system for its sustainable development through computer training aimed at training students for some specific skills which will make them to be relevant in today's office and for self reliance. Computer and typewriting skill is relevant for all students and importantly business studies students, because computer has simplified through automation all functions and secretarial duties. Therefore, considering the importance of requisite skills and self-employment, this study assessed the influence of skill acquisition programme for self-reliance in Business studies among government junior secondary schools in Biu, Borno state in the area of keyboarding (Typewriting) and shorthand skills.

### **Statement of the Problem**

The primary aim of introducing Business studies curriculum into the system of education at the junior secondary school level is to equip the youth with desire knowledge, skills, attitude and value such as; keyboarding (typewriting), computer, accounting, shorthand, office practice and commerce for self-reliance. It is worth noting that equipping youths with the desired skill for self-reliance has a significant influence in curbing unemployment in the country particularly among secondary school leavers.



Over the years in Borno State Biu in particular, Business Studies have witnessed increased in enrolment rate at the secondary schools level and yet issues of unemployment and self-reliance with their attendant consequences such as increased crime rate, insurgency, unfulfilled dreams, and suicide bombing, impaired financial position and so on, are posing a great challenges to many people in Borno state. Also the problem of lack of skills for self-reliance among Business Studies students has become thing of concern to business educators. This situation has not only posed a great challenge to students but it has also affected the economy and retarded the economic growth of the country as skills for self-reliance is lacking. It is an understatement that the emphasis of 6-3-3-4 system of equipping students with skills has lost the quality. This situation has led to the production of school leavers without desired skills for self-reliance (Adamu and Yakubu, 2012). The prevailing situation in government Junior Secondary Schools (JSS), students are taught abstractly without acquiring basic skills as desired in the National Policy on Education. Observation shows that, most of the business laboratories which is found in most schools in Biu-Borno state contains nothing other than the teachers' chairs and tables, qualified business education teachers that are most important "tools" for teaching and learning of business studies are not sufficient in number, which shows that students do not benefit much from this pre-vocational subjects. In most schools, the National Youth Service Corps members that read one aspect of business subject such as: accounting, marketing, business administration, banking and finance are made to teach Business Studies and often with little or no infrastructures and at the end, the impact leaves so much to be desired. Nobody without knowledge of shorthand and typewriting can teach business studies effectively at junior secondary schools. Looking at the private sector, it was observed that, there has been high rate of failure in private business outlets. There has not been any evidence to show the extent of Business studies students possess skills required to establish their own business outlets in Biu-Borno state. Therefore, this study is designed to assess the influence of skills acquisition for self-reliance in Business studies among Government Junior Secondary Schools in Biu-Borno State.

### **Objectives of the Study**

The general objective of the study was to assess the extent of skill acquisition programme for self-reliance in business studies in Government Junior Secondary Schools in Biu-Borno State, Nigeria. The specific objectives of this study were to:

1. determine the extent to which business studies influences students acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State;
2. ascertain whether Business Studies influence students towards acquisition of computer skills for self-reliance in government junior secondary schools in Biu-Borno State;
3. assess the extent to which business studies influence students acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State



### **Research Questions**

The following research questions guided

1. To what extent do business studies influence students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State?
2. What influence does business studies have towards students acquiring of computer skills for self-reliance in government junior secondary schools in Biu-Borno State?
3. How does Business Studies influence student's acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State?

### **Hypotheses**

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

1. There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno state;
2. There is no significant difference in the mean response of male and female on the influence of Business Studies towards students acquiring of computer skills for self-reliance in government junior secondary schools in Biu-Borno state
3. There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno.

### **Method**

The study was a survey research design. The area consists of eleven government secondary schools. The population is two thousand two hundred and seventy three (2,273) JSS II business studies students, comprising of 1137 male and 1336 female (SUBEB, 2018) business studies students in government junior secondary schools Biu, in Biu Local Government Area of Borno State 2017/2018 academic session.

Even though all the students were involved in the study, only 396 students were selected as sample of the study through random sampling techniques. A questionnaire tagged "Business Education Skill Acquisition Questionnaire (BESAQ)" containing 30 items was used to collect data. All the thirty items were measured using a scale rang from "strongly agree" (SA) 5 points, "agree" (A) 4 points, "undecided" (UD) 3 points, "disagree" (D) 2 points and "strongly disagree" (SD) 1 point. The instrument was subjected for validation by two expert from the faculty of education, University of Maiduguri which their suggestions and corrections were reflected. The reliability coefficient of (BESAQ) was ascertained using the Cranach coefficient alpha reliability techniques and the reliability level of 0.82 was found.

The data collected on the 30 items of the questionnaire were analyzed using descriptive statistics of mean and standard deviation, where the mean is equal or greater than 3.0 was accepted and any item less than 3.0 was rejected. t-test was used to test the null hypotheses and where the t-critical was greater than or equal to the t-calculated, the null



hypothesis was accepted. On the other hand, where the t-calculated exceeded the t-critical, the null hypothesis is rejected.

**Research Question One**

To what extent does Business Studies influences students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State.

**Table 1:** Opinions of Business Studies students on extent to which Business studies influences students acquisition of keyboarding skills for self-reliance in Government Junior Secondary School Biu-Borno State.

S/N	Business studies influences on students acquisition of keyboarding skills	$\bar{X}$	SD	Decision
1	Business Education provides students with basic skills in keyboarding for entry into the world of work.	3.86	1.95	Agreed
2	Keyboarding is a skill that improves only with practice.	4.06	0.84	Agreed
3	A good typing skill where letters are professionally produced without errors is a potential hot cake for patronage.	4.40	0.99	Strongly Agreed
4	Business Education at junior secondary schools, equip its graduates with skills for managing a Typing Studio.	3.82	0.76	Agreed
5	Keyboarding skill enhances efficiency between school and Job performance.	3.80	0.77	Agreed
6	Keyboarding skill acquired by Business Education able to establish a business centre with typing, printing and Photocopying that sustains him/her.	3.87	0.96	Agreed graduate is
7	Correct keyboarding is all about enhancement of skills in and outside the classroom.	4.27	1.11	Strongly Agreed
8	Most students hired in Business Centers and Cyber Cafés update their knowledge and competencies through BusinessStudies designed keyboard training programme.	3.74	0.91	Agreed
9	Standard in keyboarding is measured through speed and accuracy.	3.93	0.77	Agreed
10	Business Education at junior secondary schools, equip its graduates with skills for managing a Business Centers.	3.80	1.00	Agreed



Information in Table 1 shows that all the items have mean scores above 3.70. The response shows that Business Studies has to a great extent influenced students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno state.

**Results**

**Research Question Two**

What influence does business studies have towards students acquiring of computer skills for self-reliance in government junior secondary schools in Biu-Borno State?

**Table 2:** Response mean and standard deviation of Business Studies students on the influence of Business Studies towards students acquiring of computer skill for self-reliance in government junior secondary schools in Biu-Borno State.

S/N	Business Studies Influence Towards Students Acquiring of Computer Skills	X	SD	Decision
11	Competence in identifying computer fault influences students' confidence in performing office task.	3.75	1.31	Agreed
12	Students' competence in fixing computer fault has effect on self reliance in computer data processing.	3.35	1.32	Agreed
13	Students' acquisition of computer troubleshooting skill plays a major role on time management during data delivery.	3.83	1.25	Agreed
14	Business Education programme afford students the opportunity to acquire competence in computer troubleshooting which influences their ability to maintain a good workable data base system for self-reliance.	3.62	1.39	Agreed
15	Students learn about Window, Software and Hardware components of a computer system through business education programme.	3.40	1.45	Agreed
16	Students' acquisition of computing skills and its Application makes the computer system trouble free.	4.00	1.36	Agreed
17	Troubleshooting is an integral necessity in the use of computer system, which has made it unique skills to be acquired by every student for self reliance.	3.79	1.27	Agreed
18	Installing and Configuring an Anti-Virus Software is an important computer skill for self reliance.	3.63	1.46	Agreed
19	Computer troubleshooting skill is a mixture of standard Procedure and personal creativity.	3.68	1.37	Agreed
20	Business Studies programme enable students to know about possible causes for a network error in computing.	3.42	1.58	Agreed

Information on Table 2 shows that means 11, 13, 14, 16, 17, 18, and 19 have high mean scores of above 3.50, only items 12, 15, and 20 had means scores of 3.40, which indicate that the respondents agreed that Business Studies positively influence students'



acquisition of computer skill fSor self-reliance in government junior secondary schools in Biu-Borno State.

**Research Question Three**

How does Business Studies influence student's acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State?

**Table 3:** Analysis of respondents' opinion regarding the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in government junior secondary school Biu-Borno State.

S/N	Business Studies Influence Towards Students Acquisition of Shorthand Skill	$\bar{X}$	SD	Decision
21.	Students of shorthand are sure of employment/job opportunity after graduation.	3.78	1.36	Agreed
22.	The use of shorthand by students of helps a great deal for employability.	3.59	1.55	Agreed
23.	Business Studies students are needed in the labour market; this is because of the knowledge of shorthand.	3.55	1.42	Agreed
24.	Shorthand skills acquisition is the bedrock of secretarial professionalism.	3.63	1.42	Agreed
25.	Shorthand graduates can be employed in any organization that needed their services.	3.41	1.35	Agreed
26.	Lack of interest by the students creates problem to them in studying shorthand.	3.60	1.42	Agreed
27.	Students are always scared of memorization of principles of shorthand which is a problem in its study.	3.58	1.39	Agreed
28.	Shorthand skill is vital for court reporters, since it can be used to take minutes of the proceedings in the court.	3.56	1.42	Agreed
29.	The study of Shorthand enables business studies students to have good command of English Language.	3.52	1.44	Agreed
30.	Inappropriate method of teaching shorthand causes students to lose interest in the course	3.40	1.57	Agreed

Data in Table 3 show that all the items have mean scores of above 3.50, only item 30 had mean score below 3.50 which is 3.40. These indicated that the respondents agreed that Business Studies positively influence students' acquisition shorthand skills for self-reliance in government junior secondary schools in Biu-Borno State.

**Hypotheses Testing**

**Hypothesis One**

There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno state.



**STable 4:** The t-test analysis of the opinions of Business Studies students on extent to which Business studies influences students acquisition of keyboarding skills for self-reliance in Government Junior Secondary School Biu-Borno State.

Gender	N	Mean	SD	Df	t-cal	t-crit	Level	Decision
Male	188	3.71	1.45	371	3.1578	1.966	0.05	Not Significant
Female	185	4.04	0.18					

From the t-test in Table 4 the t-calculated value is 3.1578 while the t-critical value is 1.966 ( $3.1578 > 1.966$ ) at 0.05 level of significance and 371 degree of freedom. This means that there is a significant difference in the opinion of respondents of the extent to which Business Studies influences students' acquisition of keyboarding skill for self-reliance in government junior secondary schools in Biu-Borno State. Since the t-calculated value is more than the t-critical value the null hypothesis is therefore rejected.

**Hypotheses Two**

There is no significant difference in the mean response of male and female on the influence of Business Studies towards students' acquisition of computer skills for self-reliance in government junior secondary schools in Biu-Borno State.

**Table 5:** The t-test analysis on the influence of Business Studies towards students acquiring of computer skill for self-reliance in government junior secondary schools in Biu-Borno State.

Gender	N	Mean	SD	Df	t-cal	t-crit	Level	Decision
Male	100	3.75	1.06	195	0.056	1.976	0.05	Significant
Female	97	3.74	1.38					

The result presented in Table 5 shows that the t-calculated value of 0.056 is less than 1.976 t-critical value ( $0.056 < 1.976$ ) at 0.05 level of significance, and 195 degree of freedom. This indicated that there is no significant difference in the mean rating on the extent which Business Studies influences students' acquisition of computer skill for self-reliance in government junior secondary schools in Biu-Borno State. Since the t-calculated value is less than the t-critical value, the null hypothesis is therefore accepted.

**Hypothesis Three**

There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno.

**Table 6:** The t-test analysis regarding the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in government junior secondary school Biu-Borno state.



<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Level</b>	<b>Decision</b>
Male	112	3.67	1.24	213	2.9589	1.922	0.05	Not Significant
Female	103	3.13	1.42					

The result presented in Table 6 shows that the t-calculated value of 2.9589 is greater than the t-critical value of 1.922 ( $2.9589 > 1.922$ ) at 0.05 level of significance. This means that there is significant difference in the influence of Business Studies in the extent of students' acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State. Since the t-calculated value is higher than the t-critical value, the null hypothesis is therefore rejected.

### **Discussion**

The findings of the study regarding the first research question indicated that Business Studies has a great extent influenced students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State. This is in line with the report of Umo (1995) who suggested that teaching and learning of business studies should concentrated on quality performance. That correct keyboarding is all about enhancement of skills in and outside the classroom. That the skills and knowledge acquired from the typewriting keyboarding is what translated into the computer keyboarding. The first null hypothesis revealed that there is a significant difference in the opinions of respondents in the extent to which Business Studies influences students' acquisition of keyboarding skills for self-reliance. The finding in respect of the second research question shows that the respondents agreed that Business Studies positively influences students' skills acquisition of computer studies for self-reliance in government junior secondary schools in Biu-Borno State. This agreed with the view of Yakubu, (2016) who opinion that in order to be self-employed and be relevant in today's office, computer and word-processing skills is relevant for all business studies students and most importantly secretaries because of computer skills has simplified through automation all functions and secretarial duties. Every computer has word-processing facilities. The null hypothesis further revealed that there is no significant difference in the influence of Business Studies towards students' acquisition of computer skills for self-reliance. The finding also with regard to research question three shows that the respondents agreed that Business Studies positively influences students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno State. The finding is in line with the view of Arukwe (1999) who opinioned that, the acquisition of shorthand skills by students makes him/her relevant in his business world. This is no doubt that he is an indispensable figure in every aspect of an organization which perform secretarial duties most effectively. That a successful shorthand student has higher future ahead because shorthand is useful in almost all profession and has



the capability of producing young entrepreneurs in many facets of business for self-reliance. The null hypothesis to this regard indicated that there is significant difference in the mean rating in the extent which Business Studies influences students' acquisition of shorthand skills for self-reliance.

### **Conclusion**

Based on the result of the study, it was concluded that; in a developing nation like Nigeria, fields or areas of education that equip their graduates with veritable skills for self sustenance are needed for growth and development of such nation. Hence, such education is to either secure gainful employment for personal and family survival or become an entrepreneur who can also employ labour. Recipients of Business Studies skill acquisition programme have the benefit of these two options. In terms of entrepreneurship they can establish any type of these businesses for family empowerment. This translates to self reliance through self employment and takes considerable burden of unemployment off the shoulders of government. The study also concluded that, business studies is capable of equipping students with skills (such as, keyboarding, computing and shorthand) for self reliance.

### **Recommendations**

The following recommendations have been put forward, based on the findings of the study that;

1. Business Studies curriculum contents should be properly taught so as to encourage acquisition of keyboarding skills in junior secondary schools in Biu-Borno State.
2. Business Studies and vocational training at the junior secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of computer skill.
4. Business Studies curriculum contents should be accurately delivered in order to achieve the desired objective of students' acquisition of shorthand skill for self reliance in government junior secondary schools in Biu-Borno State.

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