



BUSINESS EDUCATION IN THE E-WORLD: ESSENTIAL TOOL FOR STUDENTS PREPARATION FOR THE GLOBAL EMPLOYMENT IN OGUN STATE, NIGERIA

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Abstract

The study examined Business Education in the e-world as essential tool for students' preparation for global employment in Ogun State, Nigeria. The study adopted a descriptive research design. It was guided by three research questions and one hypothesis. The population of the study consisted of all 54 Business Education lecturers from four tertiary institutions in OGUN State, Nigeria. A structured questionnaire consisted of 48 items was used to elicit information from the respondents. The tools used for data analysis were the mean and standard deviation while z-test was used to test the hypothesis at 0.05 level of significant. The findings among others showed that Business Education in the e-world is essential tool for student preparation for the global employment, there are series of ICT competencies needed by Business Education graduates to be globally accepted for employment, also various problems hindered Business Education students to acquire the needed competencies for global employment and there are solutions to those problems. Also, the finding on the hypothesis showed that there was no significance difference between the mean response of male and female Business Education lecturers on the ICT competencies area where Business Education prepares students for global employment. Therefore, it was recommended that students must be exposed to various basic ICT competencies area, many of the problems facing the Business Education students must be solved by every stakeholder, student of Business Education must ready to learn and both government and non-government organization must be ready to build decent ICT center in every school.

Keywords: *Business Education, E-World, Tool, Global, Employment.*

Introduction

The common saying throughout the world today is unemployment problem specifically in Africa. The global recess makes it possible for students turn out in the school without gaining employment opportunity. Youths in Africa especially, Nigeria are worrying on what to do after spending years in the school of learning. (Oyewole 2009), says that unemployment was reflected in the 1980's, though it was unnoticed in the decades of the 60's and 70's. This was corroborated by Oduma (2012) as quoted by Oyewole (2016) that the targets or goals of poverty reduction are: to reduce the proportion of people living on less than \$1 a day to the highest percentage if not totally eradicated, creating employment



opportunity for women, men, young people and eradicating the proportion of people who are suffering from poverty and hunger. Unemployment is the opposite of employment.

Employment is the ability to get work done to earn a living. Employment comes from the word employ. Oxford Dictionary of Current English (2006) says to employ is to keep someone occupied or give work to someone and pay him for it. Oxford Dictionary of Current English further says that employment is the action of employing someone or something. It is the state of having paid a person's work or profession. Employment increases the sense of belonging. It makes life meaningful to people. Anybody that is engaged is a responsible man or woman. Employment assists someone to earn for his/her living. Employment makes one to be identified in the society and makes it possible to make the dream come to reality. The dream like building a good house, having a good family, associate with good friends and ability to help the poor. In fact employed people are contributors to the economy of the society because unemployed people are cancer to the society. NDE (1988) says that National Directorate of Employment (NDE) was established purposely to prevent the danger or problem that unemployed youths could pose to the nation. To overcome this danger is by supporting government agents. Business Education as a course introduced purposely for self employment should wake up to its responsibilities.

Business Education to Nwadiani (2014) is an aspect of education that prepares learners for easy entry into the world of work Osuala (2004) as quoted by Nwadiani (2014) defines Business Education as a program of instruction which consists of two parts: Office Education, a vocational program of office careers through initial, refresher and upgrading education; and General Business Education, a program to provide students with information and competencies which are needed by all for managing personal business affairs using the services of the business. Business Education is a skill giving course. It is the discipline illuminate to the way of its receiver. It directs its receivers to appropriate area among the many areas available. The skills acquired by the business educators allowed them to be fitting almost in all the facets of life. Business Education is a course that always lives to the solution of the state. This was corroborated by Njoku (2006) that Business Education is an educational program that equips an individual with functional and sustainable skills, knowledge, attitude and value that would enable him/her to operate in the environment he/she finds himself/herself. To perfect the objectives of Business Education, there is need for link between the Business Education and the E-world. The reason is that we are in the era of Information and Communication Technology (ICT).

E-world means electronic world. The world that operate with electronic. E-world is a world that becomes a global village because of the wonders of electronics. E-world simply means Information Communication Technology (ICT) world. Electronic world is a world that you can communicate miles within the few seconds. It is a world that business is transacted without seeing a customer. It is a world that your mind communicates better than you do. The E-world is a world that divides works intelligently. Talk of areas of life,



electronic solves problems. Nwadiani (2014) mentions some of the advantages of ICT which includes: enhancement of teaching and learning, encouragement of interactive learning, increase in access to current information on any aspect of discipline, preparation of learners to cope with the ICT challenges in the modern office, giving opportunities to people to learn without being physically there, enhancement individualized learning, storing information to be received easily, giving room for collaborative learning, multimedia approach to teaching and learning and motivation of students to learn. In the E-world cashless channels to detect and to prevent fraud is easier, electronic commerce is possible for improvement of business transaction. E-world is relatively essential and needed by business educators. United Nation Conference on Trade and Development as quoted by Igomu (2015) says that for Nigeria to realize the envisage dvision 20:20:20 Information Technology must play a vital role. Igomu says further that one of the areas in which this vision can be realized is for Nigeria to move its economic activities to the cyberspace through E-commerce. The cyberspace indicates the world or global.

Global simply means worldwide. It derivatives is globalization. The oxford dictionary of current English (2006) defined globalization as the process by which businesses start operating on a global seal. The oxford dictionary of current English says that global relating to the whole world. It is relating to or including the whole of something or of a group of things. Ezimma (2009) says organizations presently can operate beyond their national geographical boarder as a result of the global village which the world has become. Ezimma moves further that globalization has enabled businesses in one country to comfortably operate in other countries. Globalization has enabled companies to adapt to foreign cultures ably managing the cultural idiosyncrasies within their foreign business environments. Infact since globalization makes business possible globally, global employment is possible if Business Education could sit back, sit tight and sit right to its responsibilities by using various essential tools to prepare students for global employment. Tools are instruments used by the craft men or women to create utility. Farmer uses hoe, cutlass, shovel, axe and the likes as tools to cultivate land. Tailor uses sewing machine, needle and thread as tools to make a beautiful dress. Nigerian Baptist Convention(NBC) (2018) says that when a furniture uses tools like nails of various sizes, hammer, leather and other materials, wood and other equipment had been put together to make a beautiful office furniture to behold. God used His word to create heavenly bodies, plants and animals. With the aforementioned this study wanted to investigate to see whether Business Education in the e-world would be an essential tool for students 'preparation for the global employment.

Statement of the Problem

Business Education is for the skill acquirement. It is a course towards self discovery and self-reliance. It is always tailoring its beneficiary towards independent. Business Education is a course of study that allows students to choose the career of his/her choice



through provision of various career options (Anao, 2010). This choice of career opportunities would allow the beneficiaries to develop job satisfaction in the future and helps him/her to contribute maximally to the economy of the society but alas, despite the global opportunities available for ICT careers in Business Education still students are roaming about on the street, depending on their parents, looking for white collar job which is scarcely available. Therefore, this study wanted to see if truly, Business Education in the E-world would be a tool for students' preparation for the global employment.

Purpose of the Study

The main purpose of the study is to investigate Business Education in the E-world as a tool for students' preparation for the global employment. Specifically to:

1. Examine the ICT competencies needed that Business Education should prepare students for global employment.
2. Find out problems that hindered students to learn ICT competencies needed in Business Education for global employment.
3. Illuminate on the solution to those problems for global employment.

Research Questions

1. What are the ICT competencies needed that Business Education should prepare students for global employment?
2. What are the problems hindered students to learn ICT competencies needed in Business Education for global employment?
3. What are the likely solutions to the problems confronting Business Education students to learn from ICT competencies needed for global employment?

Hypothesis

There is no significant difference in the mean responses of male and female Business Education lecturers on the ICT competencies areas where Business Education prepares students for global employment.

Method

The study adopted a survey research design. This was used because a structured questionnaire was used to elicit responses from the respondents (Owoso and Njoku, 2018). Osuala (2004) as quoted by Owoso and Njoku (2018), says that survey design is appropriate for studies dealing with people's opinions, beliefs, attitude, motivation and behavior. The population for the study comprised 54 respondents, made up of 17 lecturers from Tai Solarin University of Education, Jagun, 11 lecturers from Olabisi Onabanjo, Ago-Iwoye, 17 lecturers from Federal College of Education Abeokuta, Osiele and 9 lecturers from Tai Solarin College of Education, Omu, all of them are from tertiary institutions in Ogun State.



All the respondents were used for the study because of the small number of the population involved. The instrument for this study was structured questionnaire on a 4-point scale of Strongly Agree (4 points), Agree (3points), Disagree (2 points) and Strongly Disagree (1 point). Mean and Standard deviation was used to analyze the data generated from the answer to the research questions while z-test was used to test the hypothesis at 0.05 level of significance. The decision rule for the research questions were based on a cut-off point of 2.5 and above for Agree and below 2.5 points for Disagree. The null hypothesis was accepted when the calculated value is less than the tabulated value and rejected, when the calculated value is greater than the tabulated value at 0.05 level of significance.

Results

Research Questions 1

What are the ICT competences needed that Business Education should prepare students for global employment?

Table1: Mean and Standard Deviation of the Respondents Responses on the ICT Competencies Needed that Business Education Should Prepare Students for Global Employment.

	Item Statement	X	SD	Remarks
1.	E-learning technology	3.13	0.86	Agree
2.	E-commerce	3.17	0.71	Agree
3.	E-mail	2.93	0.81	Agree
4.	Teleconferencing, e-forum and e-com	3.24	0.74	Agree
5.	Knowledge of modulator demodulator (modem)	3.15	0.83	Agree
6.	Video phone	3.28	0.65	Agree
7.	Power point presentation	3.00	0.86	Agree
8.	Internet skill	2.80	0.95	Agree
9.	Basic information system	3.02	0.56	Agree
10.	Basic communication system	2.98	0.76	Agree
11.	Communication method	3.24	0.64	Agree
12.	Database processing technologies	3.19	0.55	Agree
13.	Knowledge of various operating system e.g. Linux, Google, Microsoft window.	3.09	0.80	Agree
14.	Knowledge of e-book readers like kindle, tablets, net books etc.	2.94	0.99	Agree
15.	The life of YouTube.	3.00	0.56	Agree
16.	Knowledge of internet web browser i.e. world wide web (WWW)	3.06	0.65	Agree
17.	Use of handset	3.04	1.00	Agree
	Grand Mean	3.07		Agree



Table 1 shows that all the items in the table are competencies needed that Business Education must be given to its students. The mean ranging from 2.80 to 3.19 and standard deviation of 55% to 100% indicate agreement on all the items.

Research Questions 2:

What are the problems hindered students to learn ICT competencies needed in Business Education for global employment.

Table 2: Mean and Standard Deviation of the Respondents on the Problems Hindered Students to Acquire ICT Competencies Needed in Business Education for Global Employment.

S/N	Item Statement	Mean	SD	Remark
1.	Lack of support from ICT organizations.	3.02	0.97	Agree
2.	Lack of adequate finance.	3.15	0.78	Agree
3.	Inconsistent power supply.	3.06	0.91	Agree
4.	Poor management attitude towards ICT training.	3.43	0.78	Agree
5.	Lack of technical assistance.	3.02	0.99	Agree
6.	Limited access to internet.	3.39	0.62	Agree
7.	Ignorance.	3.54	0.57	Agree
8.	Lack of ICT personnel.	3.43	0.78	Agree
9.	Poor curriculum planning.	3.44	0.81	Agree
10.	Inadequate basic ICT resources like laptop, desktop, projector etc.	3.09	0.67	Agree
11.	Poor teaching methods.	2.87	0.58	Agree
12.	Poverty.	3.33	0.58	Agree
13.	Socio-economic influence.	2.98	0.71	Agree
14.	Unseriousness of the students.	3.41	0.78	Agree
15.	Limited training period.	3.22	0.68	Agree
16.	Poor reading habit.	2.89	0.81	Agree
17.	Political reason.	2.93	0.74	Agree
18.	Lack of in-service training for teachers.	3.52	0.66	Agree
19.	Lack of conducive environment.	3.31	0.88	Agree
20.	Indiscipline among students.	3.44	0.81	Agree
21.	Inadequate school calendar caused by strike.	3.52	0.57	Agree
Grand Mean		3.07		Agree



Table 2 shows that all the items in the table are problems identified that hindered business education students to acquire ICT competencies needed in business education for global employment. The mean ranging from 2.87 to 3.54 and standard deviation of 57% to 99% indicate agreement on all items.

Research Question 3

What are the likely solutions to the problems confronting Business Education students to learn ICT competencies needed for global employment?

Table 3: Mean and Standard Deviation of the Respondents Responses on the Likely Solutions to the Problems Confronting the Students of Business Education to Learn from ICT Study Areas for Global Employment

S/N	Item Statement	Mean	SD	Remarks
1.	Provisions of relevant ICT resources in the school.	3.20	0.75	Agree
2.	Provision of relevant ICT resources free of charge.	3.11	0.50	Agree
3.	Constant in-service training program like seminar, workshop, on ICT for tutors for Business Education.	3.11	0.71	Agree
4.	Acquirement of basic ICT resources by every tutor of Business Education.	3.09	0.84	Agree
5.	Power supply must be stable.	3.30	0.68	Agree
6.	Building of meaningful ICT centers in the school.	2.91	0.84	Agree
7.	Students must be motivated to learn.	3.35	0.75	Agree
8.	Non-governmental organization should collaborate with schools.	3.17	0.86	Agree
9.	Curriculum must well plan to give adequate space for studying ICT.	3.24	0.74	Agree
10.	Provision of adequate security for ICT resources.	3.17	0.59	Agree
Grand Mean		3.17		Agree

Table 3 indicates that all the identified solutions to the acquirement of ICT competency needed by business education students are agreed upon by the respondents. The mean response ranging from 2.91 to 3.35 indicate agreement with standard deviation of 50% to 86%.



Hypothesis

There is no significant difference in the mean responses of male and female Business Education lecturers on the ICT competencies needed that business education should prepare students for global employment.

Table4: Z-test Analysis of Respondent Responses on the ICT Competencies Needed that Business Education Should Prepare Students for Global Employment.

Gender	N	Mean	SD	df	z-cal	z-crit	Remark
Male	34	3.06	0.84	52	-0.25	2.00	Upheld
Female	20	3.25	0.77				

The data in Table4 indicate that the calculated z-value of -0.25 and the z-critical value of 2.00 at 52 degree of freedom and at 0.05 level of significance suggest that there is no significant difference in the mean responses of male and female lecturers on the ICT competencies needed that Business Education should prepare students for global employment.

Discussion

The result of the investigation as shown in table1 indicates that Business Education curriculum needs to be amended so that all the competencies needed by Business Education students are incorporated. The table shows that in the e-world, e-learning technology, e-commerce, e-mail, teleconferencing, database processing, the use of you tube, even the use of handset and the likes according to the table must be well impacted in the life of contemporary Business Education students if truly Nigeria, especially Ogun State is conversant with the idea of globalization. To help the graduate of today be globally accepted for employment, there is need for all the items mentioned in the table to be impacted in the life of the so called the graduates. This is supported with the view of Afolabi (2018),that the graduates of Business Education can earn a living with a personal computer by serving the general public for a fee along a busy road, post office, and bank or anywhere people are involved in information processing. Aliyu (2006) as quoted by Nwadiani (2014), says that Business Education is the education for the acquisition and development of skills, competencies and attribute which are necessary for entrepreneurship development with emphasis of information and communication technology skills.

The result of the investigation as shown in table2 shows that there are lot of problems hindering students of Business Education to acquire ICT competencies needed in Business Education for global employment among the problems are lack of support from ICT organizations, limited access to internet, poverty, socio-economic influence, lack of skilled ICT personnel, poor management's attitude towards ICT training, high cost of basic



ICT resources to mention but a few. These blocking stones need to be removed to make the products of Business Education globally employed. This is supported with the view of Motunrayo (2018) that balancing educational goals and economic realities is one of the greatest challenges in ICT used in education. Egabri(2015) as quoted by Akinsanya (2018) also said that very little or no training is given to students in the use of internet facilities and internet that exists in many institutions, very little time allocation is made for students' use of internet.

The result of the investigation as shown in table 3 shows that there are likely solutions to the problems of Business Education students in acquiring the competencies needed for global employment among the solutions suggested are the provision of relevant ICT resources in the school free of charge, constant in-service training for the teachers of Business Education, motivating students to learn by schools and the homes, collaborating of non-governmental organizations with schools, there should be adequate security for the ICT provided in the school, even the curriculum of Business Education must be well planned with inclusion of basic ICT competencies skill needed. This is supported with the view of Emode (2018) that adequate supply of ICT equipment should be provided with employment of qualified teachers and provision of periodic training and retraining of OTM teachers in polytechnics. Generally, this study is of the opinion that all the above should not be limited to only polytechnics but to all tertiary institutions in Nigeria, especially, Ogun State.

The result of the investigation as shown in table 4 shows that there was no significant difference in Business Education. The mean response of male and female lecturers on the ICT competencies needed that Business Education should prepare students for global employment. Therefore, the null hypothesis was retained.

Conclusion

Based on the findings of the study the following conclusions were made:

1. Business Education in the E-world is essential tool for students' preparation for the global employment.
2. That there are series of ICT competencies needed by Business Education graduates to be globally acceptable for employment.
3. That there are many problems hindered students of Business Education to acquire the needed competencies for global employment.
4. Lastly, there are solutions to those problems.

Recommendations

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

1. Students must be exposed to various basic ICT competencies area.
2. Many of the problems facing the students of Business Education must be solved by every stakeholder.



3. Students of Business Education must be ready to learn especially in the area of ICT for global employment.
4. Government and Non-governmental organizations must be ready to build decent ICT centers in every school.

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