

INFLUENCE OF BUSINESS EDUCATION TRAINING ON THE ACQUISITION OF INNOVATIVE SKILLS FOR GLOBAL JOB PLACEMENT

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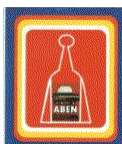
Abstract

This study determines the influence of business education training on the acquisition of innovative skills for global job placement. Three research questions guided the study. Descriptive survey design was adopted for the study. One hundred and eight lecturers and final year students of University of Nigeria, Nsukka and Enugu State University of Science and Technology made up the population of the study. Four points rating structured questionnaire containing 35 items and was face-validated by three experts in the Department of Business Education University of Nigeria Nsukka was used for data collection. Cronbach Alpha reliability method was used to determine the internal consistency of the instrument and a reliability coefficient of 0.93 was obtained. Data collected for the study were analyzed using mean and standard deviation to answer the three research questions and determine the closeness or otherwise of the responses from the mean using Statistical Package for Social Sciences (SPSS). A weighted mean score of 2.5 was used as a benchmark for agree or disagree. The findings of the study revealed that Business education training influences the acquisition of creativity, analytic thinking and work collaborative skills. Although, the analysis shows that it was slightly that business education training influences the acquisition of creativity skills. Finally, based on the findings, the study recommended amongst others that, Students should be adequately provided with requisite innovative skills required for administration and clerical works, through the six months' period of Students Industrial Works Experience Scheme (SIWES). That coordinator of the scheme should ensure that students' carryout their training in places related to their fields and be properly supervised by school-based and industry-based supervisors, Business education lecturers should adopt methodology that will aid self-discovery, and work collaborative skill abilities which allows learners the opportunity to acquire creativity and other innovative skills.

Keywords: Business Education Training, Innovative Skills, Job Placement.

Introduction

Education generally lies at the heart of every society. It is a key and a vital element in the broad development of the nation's youth's capacity to address and solves societal problems. Education forms the basis for the proactive and positive economic, social and political changes in the society. This is the reason The National Policy on Education describes it as an instrument "par excellence" for effecting national development (FRN, 2013). Education remains the key to empowerment of the people and the nations as a whole. As stated by Olawolu and Kaegon, (2017), education consolidates and builds upon our youths the empowerment to really live which enable them to function as productive member of the society, earning a living, and contributing to societal progress. **Education** according to **Scanlon, (2022)** is a discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non-formal and

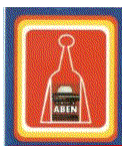


informal means of socialization like rural development projects and education through parent-child relationships. It is a way by which values and accumulated knowledge, cultures and skills of a society is transmitted to the younger generation. Education is a veritable tool for enhancing economic growth and national development. It is seen as the cornerstone of development because it forms the basis of literacy, skill acquisition, technological advancement, knowledge acquisition and ability to harness both the human and natural resources of a nation for her gain. The greatest weapon against poverty is education of the youth's population (Nwangwua, 2015). The author explains that any other form of education unlike business education which equips its beneficiaries with skills to be self-reliant is a faulty system of education and needed to be repositioned for skill acquisition and global innovations.

Business education as part of general education which an individual require continuously been builds on the knowledge, skills, values and attitude learnt at the lower phases of education. Business education as defined by Kolesnik (2022) is a wide array of courses that are meant to teach students of various ages about the fundamental principles of business. This includes lessons on business management, business law, entrepreneurship, accounting, marketing, statistics, economics, as well as computer courses among others. In the opinion of Schell (2021), a business education program involves training students in topics relevant to the business world of today such as accounting, management and marketing. However, in this 21st century due to global demand, business education also involves itself in training students in soft skills such as leadership, collaboration, analytic skills among others. To the author, a business education program must provide students with information about all aspects of business and incorporate courses in accounting, marketing, finance, business ethics and management. According to Umar (2020), business education must be ready to offer their recipients functional education that will enhance performance as well as assist them to contribute meaning to the economic development of the country.

Business education is a direct means of providing youths with skills relevant for self-employment and to meet the needs of employers. Udo and Bako (2017) conceptualized business education as that education that provides skills, knowledge, competencies and attitudes necessary for effective employment in specific business occupations. Okorie (2016) defined business education as a broad area of knowledge that deals with the entire enterprise system—preparing recipients for roles in business as employees, entrepreneurs, employers or simply as self-employed. The above definitions mean that business education is an activity-based education that leads to the acquisition of practical skills and work habits requisite for success in a chosen business occupation. Aliyu (2015) stated that the purpose of Business education is to stress the need for specialized instruction to prepare students for career in business; built fundamental instruction to help students assume their economic roles as consumers, workers and citizens, and built background instruction to assist students in preparing for professional careers that required advanced study. In order words business education is designed to produce skillful and dynamic business educators, office administrators and businessmen and women that will effectively compete in the job market, have a global job placement values and become successful entrepreneurs. Thus, business education as a discipline is expected to expose its recipients to diversity curricula, hence so as to inculcate in its recipients, attitudes, knowledge, skills, values that is required in the business world of today. Global trends in education have shown that students of various disciplines including business education leave school without acquiring the prerequisite skills that foster individual, community or national development (Chertavian, 2016).

With reference to this assertion, Business education students need skills in order to be effective in their workplace and must be taught and trained with the right teaching strategies so as to inculcate the right skill and attitude in them. In order to realize fully the potential contributions of skill acquisition to sustainable human capital development, emphasis must be placed on the broad goals



of business education and business educators' approach towards achieving the objectives. Another aim of business education is to offer training to its recipients that will enable them to acquire adequate attitudes, concepts, knowledge, understanding and skills for business and about business, for personal usage as administrators, managers, teachers' in or whichever work environment they may find themselves.

Business education training is the education that embraces skill building programs, in creative thinking, product development and marketing, negotiation, leadership training and wealth generation (Okanazu & Madu, 2020). Business education training aims at raising awareness of students about business skills, knowledge, promoting creativity, innovation and self-employment. It includes the acquisition of skills in areas that would be useful and make them self-reliant, and independent productive citizens of the society. According to Okanazu, Ugochi, and Eze, (2018), Business education training is not just skill acquisition for acquisition sake; it is training for an acquisition of skills and ideas for the sake of creating employment for oneself and also for others. Business education training leads to the development of small, medium and sometimes large scale businesses among its recipients based on creativity skills and innovation. The success of these businesses in turn helps in developing the nation's economy. It equally reduces poverty rate with visible increment in employment rate among the youth. Many other authors agreed that Business education training shifts young people from being "job seekers" to "job creators" and also from social dependence to self-sufficient people and obtaining prominent skills that will make them outstanding, relevant and most sourced for globally in the world of work.

The word skill is one of the relative terms with various definitions; depending on what one feels it is. Okorie (2018) defined skill as expertness, practical ability, dexterity and tact; and organized sequence of actions, proficiency executed and usually displayed in flexible but systematic temporal pattern. The author further viewed skill as manual dexterity through repetitive performance of an operation. Skill therefore, is a well-established habit of doing something. It involves the attainment of performance capability. Skill is the ability to do something expertly and well (Uloko, 2016). To the author, it can be looked at as the ability to acquire an expert knowledge in the formation of a process and it is usually expected that the acquisition takes the process of learning. This implies mastery, but the acquisition of mastery or skill requires training to be competent towards the accomplishment of a task; requires focused consistency on the intended technique in achieving the skill or attaining mastery relevant to the given task. To acquire or possess a skill is to demonstrate the habit of acting, thinking and behaving until a process becomes natural to the individual through reverberation or practice. The acquired skills and competencies can manifest in the life of the students to assist them improve on higher standard of life in the community (Odu, 2015). Skill training therefore, is the procedure for designing stimulators to develop the skills of different constituent of job or task of a particular trade. Skills especially innovative skills are practical activities which make one employable, self-reliant, and relevant to the society.

Innovative skills are individual's ability to turn ideas into action (European Commission, 2017). Innovative skills include creativity, strategic thinking, problem solving and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. Though, in the context of this study the researcher is looking at creativity, Analytic thinking and collaborative skills. They are vital to promoting competitiveness and economic sustainable development. Fostering innovative spirit supports the creation of new firms and their growth. European Commission (2017) stated that innovative skills also provide benefits regardless of whether the youths see their future as starting a business as the skills can be used across youth's personal and working live. The acquisition of these skills will enable graduates of business education function effectively in the current highly competitive environment and strong market forces to turn business problems into business opportunities.

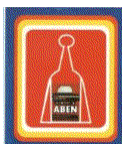
Creativity skill has become one of the most sought-after skills from graduate across business and industry. It is the ability to bring something into play that either did not exist before or, at least, is



relatively new for its context (Spacey 2020). The author asserts that this skill entails using one's initiative to create new ideas which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things. Creativity is a mental process undertaken by an individual or group to solve specific problems resulting in the production of statistically infrequent solution which are useful to the society and the creator. Creativity obviously involves some form of display of ability to do something and most often in a new way. Possession of creativity/idea formation skill gives rise to self-employment. The reverse of creativity, which is the hall mark of business students, is poverty, bottle necks in bureaucracy, decrease in potentials for improved social norms, lack of reforms, poor mindset, lack of new ventures and poor organization. When creativity is lacking, it is obvious that a coherent framework for the implementation of strong entrepreneurial culture will equally be missing thus, resulting in unemployment, lack of due process to encourage innovations, and growth of crime. Therefore, creativity/idea formation skill acquisition is advocated for business students likewise other essential innovation skills like Analytic thinking skill.

Analytic thinking skill is the thinking that is clear, accurate, knowledgeable, reflective and fair in deciding what to believe or do (Carroll, 2017). Analytic thinking emphasizes the ability and tendency to gather, evaluate and use information effectively. Analytic thinking skill is also the ability to distinguish fact from judgment, belief from knowledge and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of thoughts (Carroll, 2017). Analytic thinking is the thinking approach that involves the analysis, synthesis and logical reasoning of facts and information, investigating different alternatives, and seeking out different kinds of information to evaluate and eventually conclude on an issue. Business and financial intelligence, competence, idea generation and strategic project execution are all results of strategic/analytic thinking (Ajaero, 2015). Analytic thinking enables entrepreneurs to identify problem and turn such problems into opportunities. The basic strategic/analytic thinking skills, according to Potts (2016), are the abilities for finding analogies and relationships between pieces of information; determining the relevance and validity of information that could be used for structuring and solving problems, and finding and evaluating solutions or alternative ways of treating problems. Strategic/analytic thinking skill is a very important skill necessary in the world of work for global job placement and for achievement of organizational goals. It is the capacity of looking into the future of the company and creating strategies for a sustainable development based on competitive advantage. Therefore, a graduate of business education should inculcate the skill of making a sustainable strategic goals and the ability to think out of the box to be able to excel in the world of work and to be employable globally for better productivity of the organization and development of the society. Another essential innovation skill globally sought in business education graduates is Work collaborative skill.

Work collaborative skill is the ability to relate with others and to pull resources together and work collaboratively in order to achieve a stated objective. Roschelle and Teasley (2015) define collaborative skill as "coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem. According to Roschelle and Teasley, work collaborative skill is the ability to work well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal. Communication and collaborating with teams of people across cultural, geographic and language boundaries are a necessity in diverse and multinational workplaces and communities. Employees are encouraged to view collaborating in teams as creative opportunities, to participate in cross departmental or divisional projects with specific objectives. Robinson (2016) acknowledge that most creative teams contain individuals with different areas of expertise, levels of experience, capable of generating a flow of realistic and tangible ideas that will eventually create collaborative culture. This collaborative culture contributes to greater knowledge sharing between staff and managers who learn from each other, resulting in the breaking down of some existing hierarchical structures. The ability to work as part of a team is one of the most



important skills in today's job placement. Work collaborative skill is often a prerequisite to employment; therefore, learning to work well with others should not be an on-the-job operation, employers seek to hire college graduates who already possess effective teamwork skills so as to create mutual engagement of participants in a coordinated effort to solve a problem together Roschelle and Teasley (2015) concluded.

Finally, the acquisition and utilization of these innovative skills among business education graduate is of essence for their global job placement and to be relevant in the society and in the world of work for better productivity for no organization is ready to employ a liability and place him/her on a salary roll. Nevertheless, education in Nigerian tertiary institutions has not realized its vision of equipping graduates with innovative and employable skills as indicated in the level of rising unemployment among graduates. Programme like business education which required practical approach are still being taught theoretically without the use of modern equipment, instructional inputs, technologies and appropriate strategies to inculcate in its student relevant and innovative skills needed for global job placement. This makes it difficult for students to develop life skills needed for the 21st century work force and global job placement. In this era where every sector of the economy is clamouring for sustainability, service delivery and development, researches have proved that there are skills and competencies gap, both real and perceived among business education students which needs to be closed. The alarming incidence of skill mismatch and the consequential declining employability has become a key challenge to governments, educational institutions and employers of labour at large. However, the fact that many business education graduates still lack relevant skills for employment and/or entrepreneurial success is the general problem of the study and It is against this backdrop that the researcher is seeking to know the Influence of Business Education Training on the Acquisition of Innovative Skills for global job placement among Undergraduate Students in Universities in Enugu State.

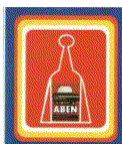
Research Questions

The following research questions guided the study;

1. What is the Influence of Business Education Training on the Acquisition of Creativity Skills for Global Job Placement?
2. What is the Influence of Business Education Training on the Acquisition of Analytic Thinking Skills for Global Job Placement?
3. What is the Influence of Business Education Training on the Acquisition of Work Collaborative Skills for Global Job Placement?

Methods

Descriptive survey research design was adopted for the study. Descriptive Survey research design was considered suitable for the study because it made use of questionnaire to collect data on the influence of business education training on the acquisition of innovative skills for global job placement from lecturers and final year students of University of Nigeria, Nsukka and Enugu State University of Science and Technology in Enugu State. The population for the study was 108 comprises of 28 business education lecturers and 80 final year students from University of Nigeria, Nsukka and Enugu State University of Science and Technology 2020/2021 session. The population for the study was obtained from the respective institutions by the researcher. No sample was taken from the population since the population of the study is relatively small and of a manageable size. Therefore, census survey was used to study the entire population. The instrument for data collection was a 35 items structured questionnaire developed by the researcher with the title "Influence of Business Education Training on the Acquisition of Innovative Skills for Global Job Placement in Enugu State Questionnaire (IBETAISGJPESQ)". The instrument was divided into two major sections (A and B) and was structured on a 4-point rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the respective value of 4, 3, 2 and 1. The questionnaire was



face-validated by three experts in the Department of Business Education, University of Nigeria, Nsukka, to ensure the reliability of the instrument. The study made use of Cronbach Alpha reliability method to determine the internal consistency of the instrument and a reliability coefficient of 0.93 was obtained. Copies of the questionnaire was administered by the researcher to the respondents with the help of one research assistant who was briefed by the researcher in order to enhance the administration and ensure high rate of return. Data collected were analyzed using mean to answer each of the three research questions and standard deviation to determine the closeness of the responses from the mean. Item with the mean of 2.50 and above was considered agree while item with the mean less than 2.50 was considered disagree.

Results

The results of this study were obtained based on the research questions answered. The results from the research questions are presented in Tables 1, 2 and 3.

Research Question One

What is the influence of business education training on the acquisition of creativity skills for global job placement?

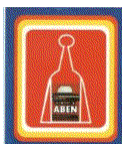
Table 1

Mean and standard deviation of the influence of business education training on the acquisition of creativity skills for global job placement

S/N	Item Statement:	\bar{X}	S.D.	Remark
1	Ability to think outside the box.	3.1	0.8	A
2	Ability to generate ideas, multiple solutions to problem.	1.7	0.6	D
3	Ability to strategize, pursue and achieve certain goals with available resources.	2.1	0.9	D
4	Ability to prevent conflicts and resolve issues as they arise.	2.4	0.7	D
5	Acquisition of skill to open and expand new markets.	3.3	1	A
6	Business education training through collaborative studies develop creativity skills on students.	2.1	0.9	D
7	Business education training through research develops creativity skills on students.	1.8	0.5	D
8	Asking of probing questions during business education training helps in the development of creativity skills.	2.0	1.1	D
9	Creativity is developed by giving tasks that enable students to use their initiatives.	2.1	1.2	D
10	Creativity is developed through exploring, combining and refining multiple options during business education training.	2.3	1.1	D
11	Business education training helps students to develop creativity skills that will bring inventive changes in work place.	3.2	1.1	A
12	Business education training helps in the nurturing of creativity gifts in individual students.	3.1	1.2	A
Grand Mean		2.3	0.9	D

n=108, \bar{X} = Mean, S.D. = Standard Deviation, A = Agreed, D = Disagree

The result in table 1 shows that the respondents agreed with the items 1, 5, 11 and 12 with mean scores of 3.1, 3.3, 3.2 and 3.1 and standard deviation 0.8, 1, 1.1 and 1 respectively. This indicates that Ability to think outside the box, Acquisition of skill to open and expand new markets, Business education training helps students to develop creativity skills that will bring inventive changes in work place and Business education training helps in the nurturing of creativity gifts in



individual students are areas business education training influences the acquisition of creativity skills on students for global job placement.

Similarly, the result in table further revealed that the respondent disagreed with item 2, 3, 4, 6, 7, 8, 9 and 10 with mean score 1.7, 2.1, 2.4, 2.1, 1.8, 2.0, 2.1 and 2.3 and standard deviation 0.6, 0.9, 0.7, 0.9, 0.5, 1.1, 1.2 and 1.2 respectively. This indicates that Ability to generate ideas, multiple solutions to problem, Ability to strategize, pursue and achieve certain goals with available resources, Ability to prevent conflicts and resolve issues as they arise, Business education training through collaborative studies develop creativity skills on students, Asking of probing questions during business education training helps in the development of creativity skills, Creativity is developed by giving tasks that enable students to use their initiatives and Creativity is developed through exploring, combining and refining multiple options during business education training are not areas that business education training influences the acquisition of creativity skills for global job placement.

Research question Two

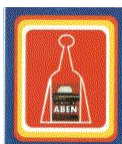
What is the influence of business education training on the acquisition of Analytic skills for global job placement?

Table 2

Mean and standard deviation of the influence of business education training on the acquisition of Analytic skills for global job placement

S/N	Item Statement:	\bar{X}	S.D.	Remark
13	Business education inculcates in its students the ability to analyze, and evaluate information, make reasoned decisions and take purposeful action.	3.3	0.1	A
14	Business education inculcates in its students the ability to make concrete and long term valuable plan.	3.4	0.1	A
15	Business education training equipped students with the ability to collect, process and analyze relevant data and information.	1.7	0.7	D
16	Business education training enables students to have the ability to draw logical and objective conclusions.	2.3	0.2	D
17	Business education training sustains the acquisition of ability to analyze argument, claims or evidence.	2.9	0.8	A
18	Business education training enable student to have the ability to make inferences using inductive or deductive reasoning.	3.4	1.1	A
19	Business education training creates the ability to devise and evaluate methods for collecting data.	3.4	0.8	A
20	Business education training develops the ability to review budget proposals for completeness, accuracy, and compliance with law and other regulations.	3.4	1.8	A
21	Business education training provision its recipients with the ability to synthesize large volumes of data.	3.1	1.3	A
22	Business education training creates the ability to find solutions to problems.	3.3	0.5	A
23	Business education training develops the ability to visualize, articulate and solve both complex and uncomplicated problems and concepts.	3.6	1.4	A
24	Business education training makes students to have the ability to identify causes and analyze problems to arrive at appropriate solutions.	3.2	0.1	A
Grand Mean		3.0	0.8	A

n=108, \bar{X} = Mean, S.D. = Standard Deviation, A = Agreed, D = Disagree



The result in table 2 shows that the respondents agreed with the items 13, 14, 17, 18, 19, 20, 21, 22, 23 and 24 with mean score 3.3, 3.4, 2.9, 3, 3.4, 3.4, 3.1, 3.3, 3.6 and 3.2 and standard deviation 0.1, 0.8, 1.1, 0.8, 1.8, 1.3, 0.5, 1.4 and 0.1 respectively. This indicates that Business education inculcates in its students the ability to analyze, and evaluate information, make reasoned decisions and take purposeful action, Business education training enables students to have the ability to draw logical and objective conclusions, Business education training sustains the acquisition of ability to analyze argument, claims or evidence, Business education training enable student to have the ability to make inferences using inductive or deductive reasoning, Business education training creates the ability to devise and evaluate methods for collecting data, Business education training develops the ability to review budget proposals for completeness, accuracy, and compliance with law and other regulations, Business education training provision its recipients with the ability to synthesize large volumes of data, Business education training creates the ability to find solutions to problems, Business education training develops the ability to visualize, articulate and solve both complex and uncomplicated problems and concepts and Business education training makes students to have the ability to identify causes and analyze problems to arrive at appropriate solutions are the areas business education training influences the acquisition of analytic skills for global job placement.

Similarly, the result in the table further revealed that respondents disagreed with the item 15 and 16 with mean scores 1.7 and 2.3 and standard deviation 0.7 and 0.2 respectively. This indicates that Business education training equipped students with the ability to collect, process and analyze relevant data and information and Business education training enables students to have the ability to draw logical and objective conclusions are not areas that business education training influences the acquisition of analytic skills for global job placement.

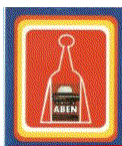
Research Question Three

What is the influence of business education training on the acquisition of work collaborative skills for global job placement?

Table 3

Mean and standard deviation of the influence of business education training on the acquisition of work collaborative skills for global job placement.

S/N	Item Statement:	X	S.D.	Remark
25	Ability to work effectively with a diverse team.	3.4	0.8	A
26	Ability to exercise flexibility and willingness in making necessary compromises within a team to accomplish a common goal.	3.4	1.8	A
27	Ability to assume responsibility for collaborative work.	3.1	1.3	A
28	Ability to work in a team with common interest.	3.3	0.5	A
29	Ability to contribute to groups with ideas, suggestions, and effort.	3.6	0.1	A
30	Healthy respect for different opinions, customs, and individual preferences.	3.3	0.6	A
31	Ability to participate in a group decision making.	3.2	0.5	A
32	Ability to motivate subordinates.	2.8	1.3	A
33	Work collaborative skill that will improve productivity and promote healthy employee relationships.	2.6	1.7	A
34	Team work for quicker and more effective service delivery.	3.2	0.9	A
35	Ability to make decisions that are beneficial for productive and healthy organization.	3.1	0.8	A



Grand Mean **2.9** **0.9** **A**
n=104, \bar{X} = Mean, S.D. = Standard Deviation, A = Agreed, D = Disagree

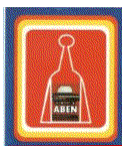
The result in table 3 shows that the respondents agreed with the items 38, 39, 40, 41, 42, 43, 44, 45, 46, 47 and 48 with mean scores 3.4, 3.4, 3.1, 3.3, 3.6, 3.3, 3.2, 2.8, 2.6, 3.2 and 3.1 and standard deviation 0.8, 1.8, 1.3, 0.5, 0.1, 0.6, 0.5, 1.3, 1.7, 0.9 and 0.8 respectively. This indicates that Ability to work effectively with a diverse team, Ability to exercise flexibility and willingness in making necessary compromises within a team to accomplish a common goal, Ability to assume responsibility for collaborative work, ability to work in a team with common interest, Ability to contribute to groups with ideas, suggestions, and effort, Healthy respect for different opinions, customs, and individual preferences, Ability to participate in a group decision making, Ability to motivate subordinates, Work collaborative skill that will improve productivity and promote healthy employee relationships, Team work for quicker and more effective service delivery, Ability to make decisions that are beneficial for productive and healthy organization and Ability to work successfully in collaborative settings so as to achieve desired result are all areas that business education training influences the acquisition of work collaborative skills for global job placement.

Discussion of Findings

The study with regards to research question one on the influence of business education training on the acquisition of creativity/idea formation skills for global job placement. It was revealed that business education training influences the acquisition of creativity skills for global job placement on students through inculcation of the Ability to think outside the box, Acquisition of skill to open and expand new markets, helping of students to develop creativity skills that will bring inventive changes in work place, helping in the nurturing of creativity gifts in individual students among others. This study is in line with the study carried out by Andrews and Higson (2008) to conceptualize and identify key individual and business related skills and competencies required by employers of business graduates and holders of other higher level qualifications, and to discover whether higher education business programmes are meeting the needs of the European and global marketplace. Similarly, Loham (2014) confirmed that given the popularity of business education as a field of study, and the need for creative thinking skill in the business workforce, it is important to consider the intersection of creativity/ idea formation skills in business education. There are many good reasons to support the promotion of creative/idea formation thinking in business contexts or training, and the rationale for this has been established by existing literature, organized around the ways that creativity addresses problems and sustains economic development, supports human wellness and expression, builds productive confidence in people and create more imaginative activity fashioned to produce outcomes that are both original and of value. Lohman, (2014) concluded. Business education through its major courses influence the acquisition of creativity/idea formation in its students and the ability to think out of the box, form and develop relevant ideas that will be useful in solving life problems and handling work related tasks as indicated by this study.

On the other hand, the study indicates that Ability to generate ideas, multiple solutions to problem, Ability to strategize, pursue and achieve certain goals with available resources, Ability to prevent conflicts and resolve issues as they arise, Business education training through collaborative studies develop creativity skills on students, Asking of probing questions during business education training helps in the development of creativity skills, Creativity is developed by giving tasks that enable students to use their initiatives and Creativity is developed through exploring, combining and refining multiple options during business education training are not areas that business education training influences the acquisition of creativity skills for global job placement.

The study with regards to research question two on the influence of business education training on the acquisition of analytic skills for global job placement reveals that business education training influences the acquisition of analytic skills for global job placement and better productivity

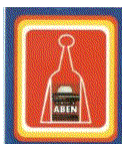


through the creating and inculcating into the students the ability to analyze, and evaluate information, make reasoned decisions and take purposeful action, enabling students to have the ability to draw logical and objective conclusions, sustaining the acquisition of ability to analyze argument, claims or evidence, enabling student to have the ability to make inferences using inductive or deductive reasoning, the ability to devise and evaluate methods for collecting data, developing the ability to review budget proposals for completeness, accuracy, and compliance with law and other regulations, provision its recipients with the ability to synthesize large volumes of data, the ability to find solutions to problems, developing the ability to visualize, articulate and solve both complex and uncomplicated problems and concepts and making students to have the ability to identify causes and analyze problems to arrive at appropriate solutions. The study is in line with Oduma (2010) who conducted a study on a survey of Employers' Expectation of work competencies needed by Business Education Graduates for gainful Employment in Organizations around the globe. The study also corroborated Carroll, (2017) who affirmed that Strategic/analytic thinking involves acquisition of special skills in business subject areas. To the author, Analytic thinking is the thinking that is clear, accurate, knowledgeable, reflective and fair in deciding what to believe or do. Udonkang (2013) emphasizes that strategic/analytic thinking skill is the ability and tendency to gather, evaluate and use information effectively. Analytic thinking skill is also the ability to distinguish fact from judgment, belief from knowledge and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of thoughts (Carroll, 2017).

However, the study revealed that business education training does not equip students with the ability to collect process and analyze relevant data and information and Business education training does not enable students to have the ability to draw logical and objective Paul, (2015) concluded. These are not the influence of business education training on the acquisition of analytic skills for global job placement and better productivity.

The study with regards to research question three on the influence of business education training on the acquisition of work collaborative skills for global job placement reveals that business education training influences the acquisition of work collaborative skills for global job placement through instilling and infusing into the students the ability to work effectively with a diverse team, Ability to exercise flexibility and willingness in making necessary compromises within a team to accomplish a common goal, Ability to assume responsibility for collaborative work, ability to work in a team with common interest, Ability to contribute to groups with ideas, suggestions, and effort, Healthy respect for different opinions, customs, and individual preferences, Ability to participate in a group decision making, Ability to motivate subordinates, Work collaborative skill that will improve productivity and promote healthy employee relationships, Team work for quicker and more effective service delivery, Ability to make decisions that are beneficial for productive and healthy organization and Ability to work successfully in collaborative stings so as to achieve desired result. These are areas that business education training influences the acquisition of work collaborative skills for global job placement.

The study also corroborated Robinson, (2016) confirmed that work collaborative skill is often a prerequisite to employment; therefore, learning to work well with others should not be an on-the-job operation, employers seek to hire college graduates who already possess effective teamwork skills. Collaboration is said to take place when two individual or group of people work together towards achieving a common goal by sharing their ideas and skills (Njoku, 2016). This collaborative culture contributes to greater knowledge sharing between staff and managers who learn from each other, resulting in the breaking down of some existing hierarchical structures. To Obi (2016) collaboration is ability to work as part of a team is one of the most important skills in today's job market. Employers are looking for workers who can contribute their own ideas, but also want people who can work with others to create and develop projects and plans. Collaboration is said to take place when two individual or group of people work together towards achieving a common goal by sharing their ideas



and skills (Roschelle & Teasley, 2015). According to the author collaboration as the mutual engagement of participants in a coordinated effort to solve a problem together collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence. Work collaborative skill is very essential and very necessary for business education students to acquire and develop as it is one of the innovative skills (21st century skills) organizations encourage and sought for employment in order to improve productivity and promote healthy employee relationships. Working in teams enables employees to be quicker and more effective in their work, as compared to people who work on projects on their own. Work collaborative skill is very essential and important in organization as it increases efficiency. It enables businesses to finish important projects and meet crucial deadlines efficiently.

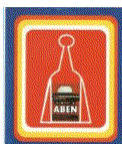
Conclusion

The study examines the influence of Business Education Training on the Acquisition of Innovative Skills for Global Job Placement among students in Enugu State. Based on the findings of the study, it was concluded that, Business education training slightly influences the acquisition of creativity skill, but fully influences the acquisition of analytic thinking skills, and Work collaborative skill for global job placement. Business education training being the education that embraces skill building programs, in creative thinking, product development and marketing, negotiation, leadership training and wealth generation is not just advocating skill acquisition for acquisition sake; but for the acquisition of skills and ideas for the sake of global job placement, creating employment for one and for others. It is a training that leads to the development of small, medium and sometimes large scale businesses based on creativity and innovation. The success of these businesses in turn helps in developing the nation's economy. It equally reduces poverty rate with visible increment in employment rate among the youth.

Recommendations

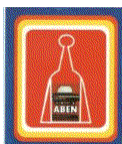
The following recommendations were made based on the findings of the study.

1. Students should be adequately provided with requisite innovative skills like creativity, analytic and collaborative skills required for administration and clerical works, through the six months' period of Students Industrial Works Experience Scheme (SIWES). The coordinator of the scheme should ensure that students carryout their training in places related to their fields and be properly supervised by school-based and industry-based supervisors.
2. Business education lecturers should adopt methodology that will aid self-discovery, and work collaborative skill abilities which allows learners the opportunity to acquire creativity and other innovative skills.
3. Business education programme should incorporate entrepreneurship Education Centre. The Centre should be equipped with all the modern facilities which could enrich the students with both theoretical and practical skills in the area of creativity, analytic and work collaboration.
4. Employability of business education graduates should become reference points for the strategic development of the curriculum by taking into account all the global job placement requirements so as to keep the students attune with the world place job requirements.



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