

## ASSESSMENT OF EMPLOYABILITY SKILLS ACQUISITION NEED FOR SELF-RELIANCE IN BUSINESS STUDIES AMONG GOVERNMENT JUNIOR SECONDARY SCHOOLS STUDENTS IN NIGER STATE

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**Abstract.** *This study was conducted to assess the employability skills acquisition need for self-reliance in business studies among government junior secondary schools students in Niger State. The researchers raised two research questions for the study. In line with the research question, two null hypotheses were formulated and tested at 0.05 level if significant. A survey research design was used for the study. The area of this study consists of one government junior secondary schools from each local government in the state which comprise of twenty-five local government. A random sampling technique was used and the sample size for the study was two hundred and ten (210). A 4-point Likert scale used for the and the questionnaire was tagged as "Business Studies Skill Acquisition Questionnaire (BSSAQ)" containing twenty (20) statement items were used to collect data. To obtain the reliability coefficient of the measuring instrument, the instrument was pilot tested using some fifteen (15) selected junior secondary schools in Ilorin. The result obtained from the pilot study were then analyzed using Cranach alpha reliability coefficient statistical and the reliability index obtained was 0.88. The data collected on the twenty (20) statement items of the questionnaire were analyzed using mean and standard deviation to answer the research questions and t-test was used to test the null hypotheses formulated for the study. The study revealed among others, that a significant difference existed in the employability skills acquisition need for self-reliance in government junior secondary schools in Niger State. Based on the findings of this study, it was recommended that at junior secondary schools business studies contents should be well taught in other to encourage the acquisition of employability skills among the students of junior secondary schools in Niger state. Also, Business studies at the government junior secondary level should be encouraged through proper funding, and the provision of equipment for better acquisition of computer skills.*

**Key words:** *Skill Acquisition, Self-Reliance, Business Studies, Employability*

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## 1. INTRODUCTION

Employability skills are the fundamental abilities required for landing, keeping, and succeeding in a work. These are the abilities, dispositions, and behaviors that workers need in order to get along with coworkers and managers and make wise judgments. Employability skills, in contrast to occupational or technical skills, are generic in nature rather than job specific and apply to all industry kinds, business sizes, and employment levels, from entry-level employees to the most senior positions. What particularly are those abilities, dispositions, and behaviors, often known as employability skills, needed to land, stay, and perform successfully in a job.

Employability Skills needed for job placement as an employee or employer are known as employability skills. According to Okute (2013), employable abilities are the ones that allow a person to find and hold a job in a certain industry. According to Ezeani and Ogundola (2016), employability is the state or circumstance of being prepared for employment or ready to be hired after acquiring the required knowledge and resources for such job. employability skills are those that can be learned by education and training and that make it simple to find relevant employment, keep it, and advance in it. While there are many various methods to classify employability abilities, they are typically broken down into three skill sets: (a) fundamental academic skills, (b) higher-order thinking skills, and (c) personal attributes (Ezeani, & Ogundola, 2016).

A person can learn knowledge, develop skills and abilities, solve issues, and develop the business-like attitudes necessary for success in a business environment with the aid of business education. According to Ndineche and Ementa (2018), one of the fundamental goals of business education is to equip its students with the skills, knowledge, and values they need to carry out certain tasks and become independent. The junior secondary school business education curriculum differs slightly from the senior secondary school curriculum. Business studies, a three-year program in junior secondary school, consists of six disciplines, including commerce, bookkeeping, office skills, and typing, shorthand, and computer studies.

Business studies is a crucial component of prevocational classes in secondary schools in Nigeria, particularly specifically Niger State. The study of business gives students the knowledge and abilities necessary for successful entrepreneurship and company practice. Business studies, according to Kilby (1971), are courses designed to help students learn practical business skills and knowledge that will help them integrate in with post-secondary working contexts. In agreement, Odike and Menkiti (2019) highlighted the goals of business studies as including giving people who may not have the opportunity for further training the orientation and basic skills with which to start an occupation, giving people basic business skills for personal use now and in the future, giving students the opportunity for further training in business studies, and giving people the opportunity to develop basic skills in office occupation. This means that business studies courses must provide their students with the fundamental business information and abilities necessary for them to evaluate their potential as businesspeople. In circumstances when they find it challenging, graduate students can choose to get into entrepreneurship and venture development with the skills and competencies obtained in business studies classes.

With five distinct subject areas, including office practice, bookkeeping/accounting, typewriting, shorthand, and commerce, business studies were created in 1981 as a result of the introduction of Junior Secondary School (JSS) in the 6-3-3-4 system of education. The FRN through NERDC made Typewriting an elective course while Insurance and

Store management were introduced to Business Studies in 2008. These changes were made in response to the requirement to restructure our secondary school system to be in line with global and national demands. According to N.P.E. (1981 updated 2014), business studies serve as a means of setting the groundwork for economic, technological, and national development as well as for higher education (FRN, 2018). It provides its recipients with personal skills, consumer skills, and expertise for administrative and managerial tasks, claim researchers (Okay-Somerville et al., 2015),

According to Huga (2015), the main goal of including business studies in secondary school curricula was to give pupils the knowledge, abilities, and attitudes required for success in secondary school, the workplace, post-secondary education or training, and daily life. According to Eze (2011), The goals of business studies are to help students develop the skills, including critical thinking skills, and strategies necessary for self-employment; gain an understanding of business concepts through the study of subjects like commerce, shorthand, office practice, bookkeeping, and computers; apply the knowledge, skills, and attitudes they have learned through the study of business to a variety of learning tasks and relate them to business; and use the knowledge, skills, and attitudes they have learned through the study of business to relate their learning to other subjects (Eze, 2011).

How to provide graduates in particular and youngsters in general with the necessary skills and competencies for self-employment and self-reliance is the nation's biggest concern. Self-reliance is the full utilization of a society's own resources and autonomy in decision-making. Additionally, it refers to self-assurance, dependence on one's natural and human resources, and the ability to determine one's own goals. An individual who depends more on themselves or their own abilities and resources, and less on others, to manage their human and material resources is said to be self-reliant. Ofoye (2010) contends that people become independent when they are able to obtain and make use of the necessities of life, such as wholesome food, appropriate clothing, a safe place to live, medication, transportation, and useful education. The program's objectives for business studies are; to link expertise and expertise to the national economy, prepare students for additional business studies training, acquire fundamental office skills, acquire fundamental office skills, give those who don't want to pursue further training the orientation and fundamental abilities they need to begin working in the field, and to offer fundamental business knowledge that individuals can utilize today and in the future.

In order for a nation like Nigeria to be economically independent, it is necessary to diversify the economy and to inspire young people to pursue self-employment through favorable policy environments that would promote skill development, entrepreneurship, and independence. It is impossible to overstate the importance of skill development in the rapidly expanding other economic areas. A skill can be thought of as a talent or aptitude that an individual possesses and can be learned via practice, training, observation, and deliberate personal experiences. On the other hand, skill acquisition refers to the creation of a new technique, skill, or method of doing things that is typically acquired through instruction or experience. Many have claimed that learning new skills is the key to ending severe poverty and hunger since it opens doors for work, which leads to the creation of jobs and money while fostering independence and reliance (Isaac, 2011). Self-reliance has been thought of as being effectively treated through skill acquisition. The overall concept is that in addition to their usual academic program or curriculum, students should receive skill training in the vital sectors that are required by business. According to

Gambari (2011), effective youth engagement is essential to the fight against hunger and poverty, the reduction or elimination of unemployment in society, and the reduction of crime. The acquisition of skills by young people should be handled as a matter of urgent national concern, he added, given that our basic education has failed to produce the desired results and has been associated with negative outcomes like armed robbery, militancy, kidnapping, and a host of others.

A capacity to perform successfully is known as a skill and is developed via practice and expectation. A skill is a practical knowledge and the capacity to carry out a task that can be learned or acquired in a learning environment such as a school or training facility. According to Olowu and Aliyu (2015), skills are the capacity to carry out intentional motions required to finish or master a specific task. A person's capacity to complete a given activity and accomplish a specific goal is made possible by their skill, which is a learned response that is frequently the product of specific training. Agomuo (2014) also provided a list of some of the abilities that secretaries need possess in order to succeed in a business setting, including discretion, good time management, and organizing skills. confidence in computer software and information technology (IT), Accuracy and keen detail-orientation, the capacity to remain composed and diplomatic under pressure, and self-motivation. When possessed, these abilities make a secretary employable (Agomuo, 2014). The abilities and knowledge gained from typing on a typewriter translate to computer keyboarding. Keyboarding proficiency is now required in practically every element of our culture. For our educational system to evolve sustainably through computer training aimed at preparing students for some specific abilities that will make them relevant in today's office and for self-reliance, we continually experience a demand for keyboard instruction. Mbah and Umurhurhu (2016), all students, especially those studying business, should be familiar with computers and typing because they have automated many secretarial tasks and made them simpler. This study evaluated the impact of a skill acquisition program for self-reliance in business studies among government junior secondary schools in Niger State in the areas of keyboarding (Typewriting) and shorthand abilities, taking into account the significance of necessary skills and self-employment.

## 2. STATEMENT OF THE PROBLEM

The main goal of implementing a business studies curriculum at the junior secondary school level is to provide students with the knowledge, abilities, attitudes, and values necessary for self-reliance. These include knowledge of keyboarding (typewriting), computers, accounting, shorthand, office procedures, and commerce. It is important to note that giving young people the necessary skills for independence has a big impact on reducing unemployment in the nation, especially among secondary school graduates. Business Studies has seen an increase in enrollment at the secondary school level in Niger State over the years, but problems with unemployment and self-reliance, along with their associated effects like a rise in crime, insurgency, unfulfilled dreams, suicide bombings, and other problems, are posing significant challenges to many people in Niger State.

Business instructors are also concerned about the issue of business studies students' lack of independence skills. Due to the absence of self-reliance abilities, this circumstance has not only created significant challenges for students but also had an impact on the economy and slowed down national economic growth. It is an understatement to say that the 6-3-3-

4 system's emphasis on providing students with skills has degraded. Due to this circumstance, fewer graduates from high school have the necessary skills for independence (Adamu & Yakubu, 2012). Currently, children are taught at government Junior Secondary Schools (JSS) in an abstract manner without obtaining the fundamental skills that the National Policy on Education calls for. The majority of the business laboratories found in most schools in Niger State are empty aside from the chairs and tables used by the teachers. This lack of qualified business education teachers, who are the most crucial "tools" for teaching and learning business studies, demonstrates that students do not benefit significantly from these pre-vocational subjects. In the majority of schools, National Youth Service Corps members who have studied one aspect of business, such as accounting, marketing, business administration, banking, and finance, are assigned to teach business studies. However, this practice frequently lacks adequate infrastructure, and as a result, the impact is often subpar. Nobody who isn't proficient in shorthand and typing can instruct business subjects in junior high schools. When looking at the private sector, it was found that private business outlets had a high rate of failure. There is no evidence to support the claim that business studies students in Niger State have the necessary abilities to launch their own business outlets. Therefore, this study is designed to assess the employability skills acquisition need for self-reliance in business studies among government junior secondary schools students in Niger State.

### **2.1. Research Questions**

The following research questions guided:

1. What are the keyboarding skills acquisition of male and female business studies students for self-reliance in government junior secondary schools in Niger State?
2. What are the computer skills acquisition of male and female students' business studies students for self-reliance in government junior secondary schools in Niger State?

### **2.2. Hypotheses**

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

H<sub>01</sub>: There is no significant difference in mean response of male and female business studies students on the keyboarding skills acquisition for self-reliance in government junior secondary schools in Niger State.

H<sub>02</sub>: There is no significant difference in the mean response of male and female students on the computer skills acquisition for self-reliance in government junior secondary schools in Niger State.

## **3. EMPLOYABILITY SKILLS**

The terminology used to refer to employability skills is overflowing. According to Yorke (2018), employability is seen as generic, transferable, intellectual, cognitive and interpersonal skills. Employability denotes to an individual's ability to obtain a job, retain suitable employment, and man oeuvre within the labour market to realize his or her potential through sustainable employment (Brown, Hesketh, & Williams, 2003). Clarke (2008) employability as "the minimum generic skills or competencies needed by school leavers and graduates to enter the labour market". At an individual level, Clarke (2008)

defines employability as "the skills, abilities, attitudes, and behaviours, as a current state, a process of a future outcome, an individual characteristic made up of the sum of an individual's job related skills, or as a reflection of the individual's position within the labour market". Nilsson (2010) remarks, that for graduates, employability is associated with the ability to find a job and to be employed. Moreau and Leathwood (2016) employability "Employability Skills Development skills" such as understanding concepts and personal attributes that make graduates preferred and successful in their careers, along with the ability to benefit the workforce, community and economy in which they serve. Employability has different meanings depending on the context of the jobs researchers refer to. However, there are several general similarities and common criteria. Based on this literature review, the definition of employability can be summarized as "an individual's ability to find a job that is appropriate with his/her qualifications, remain relevant in the labour market, and the ability to make a transition between his/her job within the same organization or his/her ability to find a new job within the independent labour market". The literature suggests two types of employability skills: subject-specific skills and non-subject specific skills (Yorke, 2018). A subject-specific skill refers to specific skills or knowledge required to perform a specific job (i.e., doctor, lawyer, accountant, etc.), while non-subject specific skills are non-technical skills and knowledge. Cox and King (2006) contend that the concept of employability has two aspects, namely, subject skills and transferable skills. Transferable skills refer to knowledge, skills, abilities and personal characteristics that can be transferred or used within any profession and at any stage of a career, while subject skills are relevant only to a single profession. Dench (1997) extends the concept of employability skills to include personal attributes, namely, honesty, reliability and integrity. According to Clarke (2008), organisations that are able to hire employees with highly developed soft skills are able to compete more successfully than employers who focus on the retention of employees with only subject-specific skills. Hii (2017) states that a study of Fortune 500 chief executive officers (CEO) found that 75% of long-term business success depends on soft skills, and only 25% depends on technical skills. Therefore, the development and assessment of the soft skills of graduates is essential for ensuring a successful transition from the university setting to the employment market. According to Nilsson (2010), the key components of employability include "formal competence, social contacts and networks, literacy, and oral and written communication skills".

#### 4. THEORETICAL FRAMEWORK

Self-determination theory is a metatheory of human motivation and personality development (Ryan & Deci, 2000). It is regarded as a metatheory in that it is composed of various "mini-theories" that come together to provide a thorough explanation of human motivation and behavior. Self-determination is founded on the fundamental humanistic tenet that people naturally and consciously direct their energies toward self-organization and growth. In other words, by integrating new experiences, cultivating their wants, desires, and interests, and interacting with others and the outside world, people seek to broaden and understand themselves. Self-determination, however, also contends that this tendency toward natural progress should not be taken for granted and that individuals might become manipulated, dispersed, and alienated if their fundamental psychological requirements for autonomy, competence, and connectedness are not met by an adequate

social context. Self-determination is based on the idea that an individual is constantly engaged in a dynamic engagement with the social world, simultaneously working to satisfy needs and reacting to environmental factors that either support or obstruct needs. People either become interested, curious, connected, and whole as a result of this person-environment interaction, or they become demotivated, ineffectual, and alienated.

The basic components of Self-determination – namely, its six mini-theories – combine to provide an account of human behavior across life domains, including work (Fernet, 2013), relationships (La Guardia & Patrick, 2008), education (Reeve & Lee, 2014), religion (Soenens et al., 2016), health (Russell & Bray, 2016), sports (Pelletier et al., 2017), and even stereotyping and prejudice (Legault et al., 2017). At the heart of each mini-theory is the idea of basic psychological needs; all individuals strive for and need autonomy (the need to feel free and self-directed), competence (the need to feel effective), and relatedness (the need to connect closely with others) in order to flourish and grow. The first mini-theory, cognitive evaluation theory, centers on the factors that shape intrinsic motivation by affecting perceived autonomy and competence. All people strive for and require autonomy (the desire to feel free and self-directed), competence (the need to feel effective), and relatedness (the need to connect deeply with others) in order to develop and grow. This principle lies at the core of each mini-theory. The second mini-theory, known as organismic integration theory, talks about how extrinsic motivation might be internalized. The causal orientations theory explains personality traits, such as whether people are typically impersonal, autonomous, or under control. The significance of fundamental psychological needs in health and well-being is covered in the fourth mini-theory, "Basic Psychological Need Theory", which also, crucially, describes how social settings can ignore, impede, or meet people's basic psychological needs. The goal content theory looks at how both intrinsic and extrinsic objectives affect one's health and well-being. Last but not least, connection motivation theory emphasizes the necessity of forming and maintaining intimate bonds and explains how the best bonds are those that enable people to meet their fundamental psychological requirements for autonomy, competence, and relatedness.

#### **4.1. Motivation Theory**

The additional of motivation theory for our study because of its application to interactive simulations which is one of the graduates' attributes factors of the study. According to Mincer (1962), there are two types of motivation related to interactive simulation. Extrinsic motivation and intrinsic motivation. The later one applies to our study. It is described as the type of activity or behaviour which the student engaged with to reach the required accomplishment (Mincer, 1962). Therefore, intrinsic motivation encourages learning and accomplishment as the students involve themselves in interactive educational simulations activities. Adult adapt motivational learning transitions (Kalfa, & Taksa, 2015). Other studies of interactive simulations found them to provide cognitive and essential skills, besides the motivational benefits due to the simulation activities (Boyd, 2017; Tennyson & Jorczak, 2018). Another important finding is noted by Moore and Morton (2017). He expressed that motivation is accomplished when students successfully reached the objectives of the current learning goal and are motivated to select and engage into additional learning activities. Therefore, correctly created interactive simulations activities are created to motivate students to progress and set new objectives or learning outcomes as they engage through the simulation procedures (Moore & Morton, 2017).

## 5. METHODOLOGY

A survey research design was used for the study. The area of this study consists of one government junior secondary schools from each local government in the state which comprise of twenty-five local government. The population is two thousand two hundred and fifty (2250) JSS III business studies students, in the twenty-five local government area of Niger State for the 2021/2022 academic session. A random sampling technique was used and the sample size for the study was two hundred and ten (210). A 4-point Likert scale used for the study as "Strongly Agree" (SA) = 5 points, "Agree" (A) = 4 points, "Neither Agree or Disagree" (NAD) = 3 points, "Disagree" (D) = 2 points and "Strongly Disagree" (SD) = 1 and the questionnaire was tagged as "Business Studies Skill Acquisition Questionnaire (BSSAQ)" containing twenty (20) statement items were used to collect data. The instrument was subjected to validation by two research experts from Business Education Unit, Faculty of Education, Al-Hikmah University, Ilorin, their suggestions and corrections were used to arrive at the final draft of the measuring instrument. To obtain the reliability coefficient of the measuring instrument, the instrument was pilot tested using some fifteen (15) selected junior secondary schools in Ilorin. From each of this selected junior secondary schools, two (2) business studies students each were selected from each school making up of thirty (30) participants. The result obtained from the pilot study were then analyzed using Cranach alpha reliability coefficient statistical and the reliability index obtained was 0.88. The data collected on the twenty (20) statement items of the questionnaire were analyzed using mean and standard deviation to answer the research questions, where any mean that is equal to or greater than 2.50 was accepted and any mean scores less than 2.50 was rejected. More also, t-test was used to test the null hypotheses formulated for the study, and where if the t-critical is greater than or equal to the t-calculated, the null hypothesis was accepted, and if otherwise, the null hypothesis is rejected.

## 6. RESULTS

A survey research design was used for the study. The area of this study consists of one government junior secondary schools from each local government in the state which comprise of twenty-five local government. The population is two thousand two hundred and fifty (2250) JSS III business studies students, in the twenty-five local government area of Niger State for the 2021/2022 academic session. A random sampling technique

### 6.1. Research Question One

What are the keyboarding skills acquisition of male and female business studies students for self-reliance in government junior secondary schools in Niger State?

The information in Table 1 shows that all the statement 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 Niger state.



**Table 1** Response mean and standard deviation on male and female Business Studies students on the acquisition of keyboarding skills for self-reliance

S/N	Statement items	Mean	SD	Remark
1.	Keyboarding speed and accuracy is measured through Business studies	3.86	0.96	Agree
2.	Correct keyboarding is all about the enhancement of skills	4.06	0.84	Agree
3.	Business studies equip its graduates with skills for managing a Business Centers	3.66	0.66	Agree
4.	Business studies provide students with basic skills in keyboarding for entry into the world of work	3.89	0.79	Agree
5.	A good typing skill where letters are professionally typed without errors is a potential hot cake for entry into the world of work.	3.56	0.62	Agree
6.	Keyboarding skill enhances efficiency between school and Job performance.	3.78	0.98	Agree
7.	Students hired in Business Centers and Cyber Cafés update their knowledge and competencies	3.00	0.89	Agree
8.	Keyboarding skill acquired by Business studies graduate is able to establish a business center	3.65	0.65	Agree
9.	Correct keyboarding is all about the enhancement of skills in and outside the classroom.	3.99	0.66	Agree
10.	Keyboarding is a skill that improves only with practice	3.62	0.79	Agree
	Grand Mean	3.71	0.78	Agree

Source: Field Study 2021

## 6.2. Research Question Two

What are the computer skills acquisition of male and female students' business studies students for self-reliance in government junior secondary schools in Niger State?

**Table 2** Response mean and standard deviation of influence of male and female business studies students on acquiring computer skills for self-reliance

S/N	Statement items	Mean	SD	Remark
1.	Business studies students' competence in fixing computer faults has an effect on self-reliance in computer data processing.	3.82	0.96	Agree
2.	Business studies students' acquisition of computer troubleshooting skills	3.79	0.84	Agree
3.	Business studies equip its graduates with skills for managing a Business Centers	3.86	0.66	Agree
4.	Business studies programs afford students the opportunity to acquire competence in computer	3.90	0.79	Agree
5.	Business studies students learn about Windows, Software, and Hardware components of a computer system.	3.77	0.62	Agree
6.	Business studies students' acquisition of computing skills and their application makes the computer system trouble-free.	3.96	0.98	Agree
7.	Business studies troubleshooting is an integral necessity in the use of computer systems, which has made it a unique skill	3.88	0.89	Agree
8.	Business Studies program enables students to know about several possible causes of a network error in computing	3.79	0.62	Agree
9.	Business studies students learn computer troubleshooting skill is a mixture of standard Procedure and personal creativity	3.90	0.68	Agree
10.	Business studies students learn to send and receive mail via computer	3.99	0.72	Agree
	Grand Mean	3.87	0.78	Agree

Source: Field Study 2021

The information in Table 2, it shows that all the statement items have mean scores above 3.87. The response shows that computer skills influence business studies students on acquiring skills for self-reliance in government junior secondary schools in Niger State.

**Table 3** t-test statistics on Business Studies on students' acquisition of keyboarding skills for self-reliance

Students	N	Mean	SD	t-cal	t-crit	df	Sig
Male	425	3.71	1.45	1.88	1.96	623	.619
Female	200	3.23	1.65				

Source: Field Study 2021

From the t-test in Table 3, the t-calculated value is 3.88 while the t-critical value is 1.966 at 0.05 level of significance and 623 degrees of freedom. This means that there is a significant difference in the opinion of respondents on the extent to which Business Studies students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Niger State. Since the t-calculated value is more than the t-critical value the null hypothesis is therefore accepted.

**Table 4** t-test statistic on male and female students on the influence of Business Studies on students acquiring of computer skills for self-reliance

Students	N	Mean	SD	t-cal	t-crit	df	Sig
Male	425	3.75	1.09	1.88	1.96	623	.619
Female	200	3.74	1.38				

Source: Field Study 2021

The result presented in Table 4 shows that the t-calculated value of 1.88 is less than 1.96 t-critical value at 0.05 level of significance and 623 degrees of freedom. This indicated that there is no significant difference in the mean rating of male and female students on the of Business Studies students on acquiring of computer skills for self-reliance in government junior secondary schools in Niger state. Since the t-calculated value is less than the t-critical value, the null hypothesis is therefore accepted.

## 7. DISCUSSION

The study's conclusions addressing the first research question suggested that junior secondary students in government schools in Niger State studying business should focus on developing keyboarding skills for independence. This is consistent with Umo's (2015) research, which recommended that junior secondary schools in Niger State focus their business studies instruction on producing high-caliber students. The development of skills both within and outside the classroom is the key to proper keyboarding. The knowledge and abilities gained from typing on a typewriter were transferred to computer keyboarding. The first null hypothesis demonstrated that there is a substantial difference in respondents' perceptions of how business studies affect students' development of keyboarding abilities for independence in government junior secondary schools in Niger State. According to the results of the second study question, both male and female business studies students in government junior secondary schools in Niger State had an impact on their ability to develop computer skills for independence. This is in line with Yakubu's (2016) opinion,

according to which word-processing and computer abilities are necessary for all business studies students and secretaries most crucially since computer skills have made all functions and secretarial chores simpler through automation. There are word processing features on every computer. The null hypothesis further demonstrated that business studies have no appreciable influence on students' acquisition of independent computer abilities. Because shorthand is beneficial in practically all professions and has the potential to create young entrepreneurs in many areas of business for independence, effective shorthand students have a better future ahead of them.

## 8. CONCLUSION

According to the study's findings, fields or areas of education that give students the tools they need to support themselves are essential for the growth and development of a growing country like Nigeria. The study came to the additional conclusion that business studies can give students the computer and keyboarding abilities they need to be independent. Therefore, the purpose of such education is to either find gainful job to ensure the survival of oneself and one's family or to become an entrepreneur who can also hire labor. The advantages of these two options are available to participants in the Business Studies skill acquisition program. For the purpose of empowering families, they are free to start any kind of business. This translates to self-reliance through self-employment and relieves the government of a significant amount of the burden associated with unemployment.

Based on the study's findings, the following suggestions have been made:

1. Business Studies curriculum material has to be taught correctly to promote skill acquisition in junior schools in Niger State.
2. To improve computer skill acquisition, junior secondary business studies and vocational training should be supported with adequate funds and cutting-edge equipment.
3. How accurate should the Business Studies curriculum content be presented to students in order to help them reach their goals? Acquiring shorthand proficiency for independence in junior secondary schools in Niger State.

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## **PROCENA POTREBA ZA STICANJE VEŠTINA ZAPOŠLJAVANJA I SAMOPOUZDANJA U OKVIRU POSLOVNIH STUDIJA MEĐU UČENICIMA DRŽAVNIH SREDNJIH ŠKOLA U NIGERIJU**

*Studija je sprovedena sa ciljem da se proceni potreba za sticanjem veština zapošljivosti i samopouzdanja u okviru poslovnih studija među učenicima državnih nižih srednjih škola u Nigeriji. Postavljena su dva istraživačka zadatka. U skladu sa tim, formulisane su i dve hipoteze koje su testirane na nivou značajnosti 0.05. Oblast ove studije predstavljala je po jedna državna niža srednja škola iz svake lokalne samouprave u državi koju čini dvadeset pet lokalnih samouprava. Korišćena je tehnika slučajnog uzorkovanja, a istraživanje je sprovedeno na uzorku od dvesta deset učenika. Za prikupljanje podataka korišćena je petostepena Likertova skala, a upitnik, koji je označen kao „Upitnik za sticanje veština iz poslovnih studija (BSSAK)“ je sadržao 20 stavki. U cilju dobijanja koeficijenta pouzdanosti mernog instrumenta, izvršeno je pilot testiranje instrumenta u 15 odabranih nižih srednjih škola u Ilorinu, Nigerija. Rezultati dobijeni iz pilot studije su zatim analizirani korišćenjem statističkog koeficijenta pouzdanosti Cranach alfa, a dobijeni indeks pouzdanosti iznosio je 0.88. Podaci prikupljeni na dvadeset (20) stavki upitnika analizirani su korišćenjem srednje vrednosti i standardne devijacije, a korišćen je i t-test za testiranje formulisanih hipoteza. Dobijeni rezultati ukazuju na to da postoji značajna razlika u potrebi sticanja veština za zapošljivost i samopouzdanje u državnim nižim srednjim školama u Nigeriji. S obzirom na dobijene rezultate, preporuka je da se u nižim srednjim školama sadržaji poslovnih studija dobro podučavaju, kako bi se podstaklo sticanje veština zapošljivosti među učenicima nižih srednjih škola u Nigeriji. Takođe, zaključeno je da je potrebno podsticati poslovne studije na državnom nižem srednjem nivou kroz odgovarajuće finansiranje i obezbeđivanje opreme za bolje sticanje računarskih veština.*

**Ključne reči:** *sticanje veština, samopouzdanje, poslovne studije, zapošljivost*