



Influence of Job Opportunities on Students' Choice of Business Education in Federal Capital Territory (FCT)-College of Education Zuba, Abuja

Anthonia, Uju Uzuagu^{a*}, Madu, Maureen Anayo^a and Shaban, Alima Gad^a

^a *Department of Business Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka, Enugu State, Nigeria.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2023/v45i4987

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/100425>

Original Research Article

Received: 04/04/2023

Accepted: 06/06/2023

Published: 23/06/2023

ABSTRACT

The study examined the influence of job opportunities on students' choice of Business Education in FCT-College of Education Zuba, Abuja, Nigeria. The aim of this study was to determine the influence of job opportunities on students' choice of Business Education in Federal Capital Territory (FCT)-College of Education Zuba, Abuja. Descriptive survey research design was adopted for the study. The study was guided by three research questions. The population for the study was 187 Business Education students. Due to the manageable size of the population, no sampling techniques was adopted and therefore, all the 187 students were used for the study. The

*Corresponding author: Email: Anthonia.uzuagu@unn.edu.ng;

instrument for data collection was a structured 18-item questionnaire titled: Influence of Job Opportunities on Students' Choice of Business Education Questionnaire (IJOSCBEQ), which was validated by three experts from Business Education Department, and Measurement and Evaluation Units of the University of Nigeria, Nsukka. The researcher was assisted by three research assistants in collecting the data for the study. The research questions were responded to using mean and standard deviation. The findings of the study indicates that, the opportunities of students' gaining employment with private sector motivates them to choose Business Education. The study also revealed that, understanding ways of recording business transactions and effective sales habit encourage the choice of Business Education and that Students with Business Education knowledge, skill and value stand a better chance to secure employment with government organizations. Based on the findings, the study recommended that there should be regular workshops/seminars organized by government on career opportunities in business education. This is to educate the stakeholders on the need of business education students who are the potential marketer, managers, and Business education teachers.

Keywords: Influence; job opportunities; students' choice; business education.

1. INTRODUCTION

Business education like many other programmes in the school system has been perceived in several ways by several scholars, to suit different situations and purposes. Some scholars perceived it from the way it is practiced in the field, while others see it from the angle it is taught in schools and colleges. Njoku [1] perceived "Business Education as a specialized area of vocational education that provides educational training, skills development, attitudes adjustment towards business orientation and academic challenges". Professionally, Yayock and Umar [2] submitted that "Business Education is a programme designed to provide students with the basic processes of entrepreneurial skills and educational training". Ibrahim [3] asserted that vocational Business Education provides skills of cognitive, affective, and psychomotor. These skills are acquired through the various Vocational Business Education courses which leads to employability upon graduation.

The skills, knowledge and values of Business Education Therefore, if effectively and efficiently acquired by the students of Business Education they can also venture into teaching career and business establishment after graduation [4]. Furthermore, Kao and Mao [5] supported that they may easily be engaged into international importer and exporter of goods and services respectively. Chukwurah [6] maintained that "business education is basically a vocational course-requisite job skills oriented. These are essential skills that are needed to get most jobs. The skills are flexibly adapted, applied and transferred under different context necessary for gainful employment with private industries".

Edokpolor and Oduma, [7] asserted that "requisite job skills include a breadth and depth of specialized knowledge that are needed in the labour market profile". Adeshina [8] indicated that, "Business Education programme should provide students with skills on: Effective communication, supervision, coordinating, planning and thinking strategically. Furthermore, it should provide clear vision Information and Communication Technology, creativity/self-confidence. More so effective self-management and time-management which are also considered as requisite skills for job opportunity".

Skills, knowledge, and value provide and create job opportunities for students, as acquired through vocational business education. Adamu [9] stated that "it is a programme of instruction that offers various skills, knowledge, and value in Accounting Education, Marketing Education, Entrepreneurship Education and Office Technology and Management (OTM). Major topics include: Office Practice, Book Keeping, Business Mathematics, Business Communication, Word Processing, Advertising and others". Anho [10] supported that "the actual goals of Business Education shall be to prepare students for specific career in office occupations. Equip students with the requisite skills for job creation and entrepreneurship". Furthermore Adamu [9] added that programme exposes students with knowledge about business, including a good blend of computer technology. Using computers in teaching Business Education Benjamin [11] supported that it also incorporates Information and Communication Technology (ICT) which enhances the Self-reliance of the recipient. Ibrahim [3] further stated that ICT provides sound basis skills for students to be a

professional business education teacher as a career. A functional and sustainable business education programme provides self-employment opportunities in the area of setting up of business centers [12]. Business centre involves the acquisition of computers for production of documents. Through this business centre, private vocational schools, which could involve the training of secretaries, computer operators and others could easily be achieved. Aside setting up business centre through the knowledge of Business Education, Emeka [13] stated that Business Education also involves writing and publishing of books in management education field, accounting education, marketing education, and entrepreneurship education option. Ediagbonya and Oyandongha [14] opined that Opening a stationary and office supplies shop or doing trading respectively, are what Business Education graduates can venture into. Edokpolor and Imafidon [15] supported that “a graduate of Business Education can work in many public sectors, particularly in teaching, administration, banks, industries, book publishing houses, and foreign services”. “Among other public sectors, this enrichment programme is actually made available to every student of the department of business education, and is designed to equip the students with all -round education that are related to the field” [16]. It can be understood that Business Education is the roadmap to acquire essential working skills, career competency for employment opportunities in Nigeria.

In Nigeria, colleges of education today play a crucial role in contributing to economic and human development. The nation’s professional and highly skilled personnel such as engineers, managers, technicians and teachers among others most were grinded basically from colleges of education as stepping stones. Curricula of colleges of education in this context defined the in-depth knowledge, skills, competency and attitudes to be achieved. As a result Imeokparia and Ediagbonya [17] asserted that the courses are prepared towards integrating relevant skills with diversity in considerations to enable graduates gain job and enhance their performance in the field-work. Udofia, Ekpo, Nsa and Akpan [18] with the related opinion that business education is geared towards equipping students with broader requisite knowledge and skills attributes, such as team-working, communication, leadership, critical thinking and problem solving for graduates employability. These are emphasized by philosophy of Business Education programme in Nigeria.

Despite the laudable advantages of the philosophy of business education programme in Nigeria, studies have shown that business education graduates do suffer labour market discriminations in areas of administrative, banking and financial institutions in the country. Udoh [19] reported that, most employers of labour continue to reject business education graduates arguing that their skills are only needed in the classrooms. The situation is also found in teaching professions more especially in Polytechnics where graduates of business education are not considered to be beside the discriminations. They are been considered as graduates of no skills for life and services to society in various spheres of human endeavour. Indeed, most graduates lack adequate skills and knowledge for entrepreneurship in the society. In addition, this era of modern technology, Business Education graduates in Nigeria especially the graduates of College of Education Zuba, are ill-prepared for the full range of vocational Business Education skills, competencies and application of ICT skills required for job opportunity in the 21st century. As a result of these, Ajisafe, Bolarinwa and Edeh [20] observed that, Business Education programme is inadequate and it has very little capacity to develop students’ skills for job opportunities and entrepreneurship consciousness in the area.

By implication, the possibility of securing job is becoming more difficult while numbers of unemployed Business Education graduates are always increasing. The situation triggers hundreds of unemployed college of education graduates (Business Education inclusive). Having gone through the variables that constitute the background of this study, considering this relationship between the variables, the researcher determines the influence of job opportunities on students’ choice of Business Education in FCT-Colleges of Education Zuba Abuja, Nigeria.

1.1 Purpose of the Study

The general purpose of this study was to determine the influence of job opportunities on students’ choice of Business Education in Federal Capital Territory (FCT)-College of Education Zuba, Abuja, Nigeria. Specifically, the study determines the:

1. Influence of job opportunities in private sectors on students’ choice of Business

Education in FCT-College of Education Zuba, Abuja. Nigeria.

2. Influence of Self-reliance on students' choice of Business Education in FCT-College of Education Zuba Abuja. Nigeria.
3. Influence of job opportunities in government organizations on students' choice of Business Education in FCT- College of Education Zuba Abuja. Nigeria.

1.2 Research Questions

From the objectives stated, four research questions were formulated to guide this study:

1. What is the Influence of job opportunities in private sectors on students' choice of Business Education in FCT-College of Education Zuba, Abuja Nigeria?
2. What is the Influence of Self-reliance on students' choice of Business Education in FCT-College of Education Zuba, Abuja Nigeria?
3. What is the Influence of job opportunities in Government organizations on students' choice of Business Education in FCT-College of Education Zuba, Abuja Nigeria?

2. METHODS

"The study adopted descriptive survey research design. Descriptive survey research design focuses on people, the vital facts of people and their beliefs, options, attitudes, motivation and their behaviours" [21]. "The design of the study aims at collecting data on and describing in a systematic manner the features or facts about a given population" [19]. Descriptive survey research design was suitable for the study because, this study determined the Influence of job opportunities on students' choice of Business Education in FCT-College of Education Zuba, Abuja Nigeria. The population for the study consisted of 187 Business Education students which comprised of 71 NCE I (42 male and 29 female), 62 NCE II (38 male and 24 female), and 54 NCE III (31 male and 23 female) respectively. No sampling technique was used because of the manageable size of the population. The instrument for data collection was a structured questionnaire titled: Influence of Job Opportunities on Students' choice of Business Education Questionnaire (IJOSCBEQ). The questionnaire was made up of two parts: Part A was designed to collect demographic variable from the respondents while Part B was designed to collect data to analyze the research questions

that guided the study. The part B was made up of (3) clusters. Each of the three clusters contain 6 question items. Each cluster was on a four-point rating scale of High Influence (HI) - (4.00-3.50), Moderate Influence (MI) (3.49-2.50), Low Influence (LI) (2.49-1.50), and No Influence (NI) (1.49-1.00),.

Face validity was done by the two experts from the Department of Business Education and one from Measurement and Evaluation unit. They validated the instrument and their inputs and corrections were considered and appropriate corrections were made in the final instrument. The internal consistency of the instrument was established using Cronbach Alpha Reliability which yielded the coefficient value of 0.82, 0.81, and 0.83 respectively. The three clusters A, B, and C gave the general coefficient value of 0.82. All the questionnaire that were filled were collected by the researcher with the help of three research assistants. Out of the 187 questionnaire that were administered, only 182 were properly filled and used for the analysis. Mean and Standard Deviation were used to analyze the 3 research questions that guided the study. Hence, any item with mean score above 2.50 was accepted and adjudged to be above criteria level of acceptance while items with mean scores below 2.50 was adjudged to be below the criteria level of acceptance and thus was rejected.

3. RESULTS

This section presents the research results, question by question.

Research Question 1: What is the Influence of job opportunities in Private Sectors on students' choice of Business Education in FCT-College of Education Zuba Abuja Nigeria?

Data in Table 1 shows that, item 5 had its mean value 3.13, and item 1, 2, 3, 4, and 6 had their Mean values ranged from 2.83 to 2.96. It was revealed that their Mean values were above the mean cut-off point of 2.50. This viewed that, the respondents agreed that the all 6 items were on the Influence of job opportunities in private sectors on students' choice of Business Education in FCT-College of Education Zuba. The Standard Deviation of all the items ranged from 0.79 to 0.94, Indicated that the respondents were not too far from the mean and the opinion of one another in their responses on the Influence of job opportunities in private sectors

on students' choice of Business Education in FCT-College of Education Zuba Abuja.

Research Question 2: What is the Influence of Self-reliance on students' choice of Business Education in FCT-College of Education Zuba Abuja-South Zone, Nigeria?

Table 2 data showed that the items 8, 10, and 11 had their mean values ranged from 3.07 to 3.13 and items 7, 9, and 12 also had their mean values ranged from 2.70 to 2.76. This all indicated that their mean values were above the mean cut-off point of 2.50 on four-point response options. This showed that the respondents agreed that the 6 items were on the Influence of

Self-reliance on students' choice of Business Education in FCT-College of Education Zuba. The Standard Deviation of the 10 item had 1.07 and items 7, 8, 9, 11 and 12 ranged from 0.90 to 0.95. The above indicated that the respondents were not too far from the mean and the opinion of one another in their responses on the Influence of Self-reliance on students' choice of Business Education in FCT-College of Education Zuba Abuja.

Research Question 3: What is the Influence of job opportunities in Government organizations on students' choice of Business Education in FCT-College of Education Zuba, Abuja Nigeria?

Table 1. Mean and standard deviation on the influence of job opportunities in private sectors on students' choice of business education in FCT-college of education

SN	Item Statement	\bar{x}	SD	RMK
1	The chances of securing employment in industries, influence the choice of Business Education among students	2.95	0.94	MI
2	The choice of Business Education gives N.C.E graduate of business education upper-hand to secure job with private sector.	2.83	0.91	MI
3	Private sectors patronize the service of the Business Education graduates	2.90	0.88	MI
4	There is more job opportunity in private sectors for graduate students of Business Education	2.93	0.79	MI
5	Students choose Business Education because of their functionality in various Private sectors	3.13	0.85	HI
6	The opportunity of student employment with private sector in Nigeria, motivates student to choose Business Education	2.96	0.90	MI
Grand Mean		2.95	0.88	MI

Key: \bar{x} = Mean of the Respondent; SD = Standard Deviation of the Respondent

Table 2. Mean and standard deviation on the influence of self-reliance on students' choice of business education in FCT-college of education

SN	Item Statement	\bar{x}	SD	RMK
7	The level of self-reliance in the economy influences the choice of Business Education.	2.70	0.92	MI
8	Business Education helps students to acquired effective sales habit and ability to analyze situations and solve market related problems or questions with ease	3.12	0.91	HI
9	Business Education students are self-employed people in the society.	2.74	0.90	MI
10	Understanding ways of recording Business transactions and effective sales habit encourage the choice of Business Education	3.13	1.07	HI
11	Students from Business Education have skill for self-reliance	3.07	0.93	HI
12	The specialization of an option under Business Education makes graduates self-reliance, influences Students to choose Business Education	2.76	0.95	MI
Grand Mean		2.92	0.95	MI

Key: \bar{x} = Mean of the Respondent; SD = Standard Deviation of the Respondent

Table 3. Mean and standard deviation on the influence of job opportunities in government organizations on students' choice of business education in FCT-college of education

SN	Item Statement	\bar{x}	SD	RMK
13	Students with Business Education knowledge, skill and value stand a better chance to secure employment with Government organizations	2.91	0.96	MI
14	There are available opportunities of employment in Government organizations for Students of Business Education after graduation	2.46	0.85	MI
15	The relevant of Business Education skills and knowledge in government organizations, have influence on students' choice of Business Education	2.88	0.94	MI
16	Business Education develops more accurate skills of keeping financial records, to secure jobs in government sectors than other employees	2.69	0.95	MI
17	The ability of Business Education students have more understanding of different filling system and are able to retrieve information easily and more understanding of office work, which will provide Jobs for them in Government organizations	2.72	0.96	MI
18	There is high opportunity in ascertaining job within the economy, if you study Business Education	3.07	0.96	HI
Grand Mean		2.79	0.94	MI

Key: \bar{x} = Mean of the Respondent; SD = Standard Deviation of the Respondent

Data in Table 3 showed that the item 18 had its mean value 3.07, and items 13, 14, 15, 16 and 17 had their mean values ranged from 2.46 to 2.91, which all revealed that their mean values were above the mean cut-off point of 2.50. This viewed that the respondents agreed that all the 6 items were on the Influence of job opportunities in government organizations on students' choice of Business Education in FCT-College of Education Zuba. The Standard Deviation of all the items ranged from 0.85 to 0.96, which shows that the respondents were not too far from the Mean and the opinion of one another in their responses on the Influence of job opportunities in Government organizations on students' choice of Business Education in FCT-College of Education Zuba, Abuja Nigeria.

4. DISCUSSION OF FINDINGS

The findings of the study revealed that there is Influence of job opportunities in private sectors on students' choice of Business Education. The study also confirmed that Students choose Business Education because of their functionalities in various private sectors. The study is in line with Edokpolor and Oduma, [22] who found out that requisite job skills include a breadth and depth of specialized knowledge that are needed in the labour market profile. And that job opportunities are the number of unfilled job openings whose labour requirements and wage

rates are formally specified in private companies that are actively recruiting. It was also found out that to maintain employment with private sector, and to be able to move around within the labour market profile you must be equipped with knowledge and skills of business education. The study also found out that the opportunities of students' employment with private sector motivates student to choose Business Education. It was also further revealed from the study that the chances of securing employment in industries or private companies influence the choice of Business Education among students. Also the findings of this study is in cognizance with Chukwurah [6] who found out that business education is basically a vocational course-requisite job skills oriented. These are essential skills that are needed to get most jobs. The skills are flexibly adapted, applied and transferred under different context necessary for gainful employment with private industries.

The finding of the study indicates that there is Influence of Self-reliance on students' choice of Business Education and that understanding ways of recording business transactions and effective sales habit encourage the choice of Business Education. It was further found out that the specialization of an option under Business Education makes graduates self-reliance, which influences Students to choose Business Education. This is in line with Ediagbonya and

Oyandongha [14] who found out that Opening a stationary and office supplies shop or doing trading respectively, are what Business Education graduates can venture into. It is also in cognizance with Ibrahim [23] who found out that business education is to among others equip graduates with the right business competencies, skills, and knowledge for a life of work in the business world as well as for self-reliance or self-employment.

It was found out from the study that there is Influence of job opportunities in government organizations on students' choice of Business Education. The study also found out that Students with Business Education knowledge, skill and value stand a better chance to secure employment with government organizations. This is in line with Ibrahim [23] who found out that vocational Business Education provides skills of cognitive, affective, and psychomotor. Therefore, if the skills are effectively acquired by the students of business education they can venture into teaching career and office work with government sectors after graduation [24,25].

5. CONCLUSION

Students choose Business Education because of their functionalities in various Private sectors. The opportunity of student employment with private sector motivates student to choose Business Education. Furthermore, the chances of securing employment in industries, influence the choice of Business Education among students. This is because understanding ways of recording Business transactions and effective sales habit encourage the students' choice of Business Education. The specialization of an option under Business Education makes business education graduates self-reliance in the society. The self-reliance influences Students to choose Business Education as course of study. The relevant of Business Education skills and knowledge in government organizations, have influence on students' choice of Business Education. These skills, knowledge, and values of Business Education so relevant in government sectors influence the students' choice of Business Education.

6. RECOMMENDATIONS

Based on the findings and conclusion drawn from the study, it was recommended that:

1. There should be regular workshops/seminars organized by government on

career opportunities in Business Education, for teachers and students in colleges of education.

2. The Government should encourage development of enabling policies and regulations to promote the development of self-reliance concept to meet the need of Business Education students in the era of Global unemployment.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Njoku CU. Business education and value orientation for national economic empowerment and development. Paper presented at the Owo Annual Conference of the Association of Business Educators of Nigeria, (ABEN); 2006.
2. Yayock MB, Umar BA. Developing entrepreneurial skills through business education programme to curb youth restiveness for sustainable development. *Journal of Educational Research and Development*. 2013;8(1):375-7.
3. Ibrahim A. Assessment of adequacy of business education curriculum content on university students' acquisition of requisite skills for job opportunities in Nigeria [Ph. D Thesis]. Department of vocational technical education. Zaria: Ahmadu Bello University; 2014.
4. Ibrahim MY. Relevance of Students' Industrial Work Experience Scheme to NCE Business Education programme in Colleges of Education in Nigeria [Masters Thesis]. Zaria: Ahmadu Bello University; 2011.
5. Kao D, Mao T. A framework for aligning business education with dynamic changes in global competition *Journal of Higher Education Theory and Practice*. 2011 ;1(1):23-9.
6. Chukwurah CC. Strategies for global reforms in business teacher education towards self-reliance in Nigeria. *Int J Vocat Tech Educ*. 2011;3(5):81-9.
7. Edokpolor EJ, Imafidon A. Effectiveness of public-private partnership in the management of technical and vocational education and training in the 21st century. *BIU Journal of Education (BIUJE)*. 2017;1(1):1-9.

8. Adeshina TJ. A business education graduate as a job provider not job seeker: A panacea to the current labour market challenges. *Journal of Education Research and Development*. 2013;8(1):222-7.
9. Adamu I. Influence of information communication technology on business education programme in colleges of education in Nigeria [MEd Thesis] work Submitted to the Department of Vocational. Zaria: Ahmadu Bello University; 2009.
10. Anho J. An evaluation of the quality and employability of graduates of Nigeria Universities. *African Journal of Social Sciences*. 2011;1(1):179-85.
11. Benjamin ML. Information and communication technology as an instrument for effective teaching and learning of business education in tertiary institutions. *Journal of Business Educational Research and Development (JOBBERD)*. 2010;1(1):62-9.
12. Dest M. Employability skills for the future; 2002. A report by the Australian Chamber of Commerce and Industry and the business council of Australia for the department of education, science and training, Canberra. Retrieved from onhttp: [cited on 4/3/2023]. Available: <http://www.google.com/privacy>.
13. Emeka CO. The role of vocational and technical education in manpower development and job creation in Nigeria. *J Res Dev*. 2011;2(1):43-9.
14. Ediagbonya K, Oyandongha DJ. Survey on employability skills among postgraduate students of business education in Edo state. *European Journal of Educational Studies*. 2013;5(2):197-207.
15. Edokpolor EJ, Oduma C. Repositioning business education programme for post-oil boom economy. *Int J Vocat Tech Educ*. 2017;9(6):62-73.
16. Aina O. Business education, technology and national development. *Business Education Journal*. 2002;3(5):1-5.
17. Imeokparia PO, Ediagbonya K. Employability of business education graduates. *Journal for Educational Research*. 2012;3(8):73-80.
18. Udofia AE, Ekpo AB, Nsa EO, Akpan EO. Instructional variables and students' acquisition of employable skills in vocational education in Nigerian technical colleges. *Scholarly. Journal of Education*. 2012;1(2):45-54.
19. Udoh AA. Business education as a tool for economic empowerment and investment opportunities *Journal of Business Educational Research and Development (JOBBERD)*. 2010;1(1):110-6.
20. Ajisafe OE, Bolarinwa KO, Edeh T. Issues in business education programme: Challenges to national transformation. *Journal of Education and Practice*. 2015;6(21):208-12.
21. Douglass Y. Principles of determining sample in educational research in tertiary institutions *Journal of Education Research and Development*. 2006;8(4): 201-9.
22. Edokpolor JE, Egbri JN. Business education in Nigeria for value reorientation. A strategic approach for poverty alleviation and national development. *Journal of Educational Research and Review (JERR)*. 2017;5(3):41-8.
23. Ibrahim MY. Towards functional and qualitative business education in tertiary institution in Nigeria. *Journal of Teachers Perspective*. 2008;2(4): 186-91.
24. Ahmed I. Guide to career development in Nigeria. Unpublished paper presentation at career day held at government secondary school Gadabuke on; 2009.
25. Jubril HA. The role of information and communication technology in teaching business education in Nigeria. *Journal of Business Educational Research and Development (JOBBERD)*. 2010;6(2): 112-21.

© 2023 Uzuagu et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/100425>