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Global Employability Skills Required of Business Education Graduates in Delta State

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Abstract

The study focused on global employability skills required of business education graduates in Delta State. Two research questions and two null hypotheses guided the study. The descriptive survey research design was used for the study. The population of the study comprised 76 business educators in Federal Technical College Asaba and Delta

University, Agbor. A questionnaire duly validated by experts was used for data collection. The mean statistics was used to answer the research questions while t-test was used to test the null hypotheses. The findings of the study revealed the global employability skills are needed by business education graduates to be employable in the global world. Based on the findings, it was recommended among others that curriculum of business education should be reviewed to embrace the global employability skills as identified in the study. Also, business educators should improve and update themselves to be in line with the global work expectations. This will as well help them to impact same to their students.

Keywords: Globalization, Skills, Employability skills, Employment and Business Education

Introduction

Today's workplace environment changes rapidly due to technological factors and this change led to different demands in employees' skills. Globalization is the inter-connectivity and acceptance of idea, information and culture between systems of the world without barriers. In the words of Bird and Kopp as cited in Anyigor (2022) globalization is the spread of product, technology, information and jobs across national borders and cultures. It is also described as an interdependence of nations around the globe. This means that globalization is the process of expanding business activities in order to gain a worldwide perspective. Consequently, in the face of globalization, the activities of workplace cannot be operational, if it is not equipped with workers who possess the

requisite global employability skills to excel and understand the reality of the today's globalized world of work. Chigbuson (2014) noted that globalization has brought about employers' quest for global skills as a means of developing a workforce that is able to cope with increasingly complex work practices, team working, reduced supervision, greater job flexibility and rotation and increased interaction with consumers.

Global employability skills are those skills that when one acquires can easily work in any part of the world. Anyigor (2022) asserted that global employability skills consist of technology and soft skills. Technology skills are skills associated with working with equipment and software which workers must possess in order to function in a specific occupation. Soft skills are combination of people's skills, social skills, communication skills, character or personality traits and emotional intelligence, quotients among others that, enable people to navigate their environment, work well and achieve their goals with complimentary hard skills.

So, a global worker is one who has the ability, skill, competence to compete in international/global market. The British Council in Onwuachu (2014) defined a global worker as a person who can operate in different countries, cultures and languages. To be a global worker demands the ability to be fluent in at least one other language; such as French, Arabic and/or the language of the environment, fluency with e-commerce and the internet, and most importantly possess well-versed knowledge on the skills offered by Business Education.

According to Kanu and Otemuyiwa (2019) employability skills refer to work-readiness, that is, possession of skills,

knowledge, attitude and commercial understanding that will enable new graduates to make productive contributions to organizational objectives soon after commencing employment. Employability skill is a group of important skills instilled in each individual in order to produce productive workforce. Yore and Knight as cited in Oluwale (2019) saw employability skill as a set of achievements, skills, understanding, knowledge and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations and/or area of specialization, which benefit themselves, the workforce, the organization, the community and the economy at large. Hadiza (2022) saw employability skills as vital, practical and enabling knowledge, skills, and attitudes needed for job success for all business education students.

In the views of Duszynski in Amesi and Babalola (2022) employability skills is a term for a set of highly desirable and transferable skills that turns an individual into an attractive candidate or employee. Employability skills remain paramount because the labour market is keenly competitive and employers are looking for graduates who are flexible; that take initiative and have ability to understand diverse tasks in different environment of work. Employability skills are transferable skills needed by an individual to make him or her suitable and employable (Amesi and Babalola, 2022). These skills were said to be prerequisite for employment. The skills are developed during schooling years and further enhanced or improved upon when students graduated from school.

However, our tertiary institutions today are facing challenges to equip graduates with the right skills and attitudes required in the global world. Ekwue and Udemba (2019) assert that the world of

work has changed drastically. Technology is impacting practices and experiences while societies are becoming more global and multicultural. Business education being a programme designed to equip students with the necessary skills and competencies needed in the world of work required that the graduates of the programme should be equipped with the global skills. Umoru (2019) opined that students are educated or guided through carefully planned experiences that offer them the opportunity to master the knowledge, skills, competences and attitudes needed; not only to succeed in academics but also to have equal opportunity in life.

It calls for a great concern that despite the widespread drive to develop the global employability skills of students, many students still leave school without the requisite skills to succeed in the world of work.

Statement of the Problem

Globally, most business organizations are now automated and many employment opportunities available for business education graduates required global employability skills. It is worthy to note that skill acquisition in business education does not end with typing skills. Employers of labour are looking for skills beyond paper qualifications and experiences. Iwu (2019) affirmed that the graduates of business education should possess global employability skills such as communication skills, conceptual skills problem-solving skills, leadership skills, organizational skills among other basic skills to enable them fit properly into the world of work. Failure to acquire these work-readiness skills makes one unemployable in the world of work. Hence, the need for this research is predicated on the premised that despite the widespread drive to develop the global

employability skills among students many graduates still leave school without acquiring the requisite skills to succeed in the world of work.

Purpose of the Study

The main purpose of the study is to ascertain the global employability skills required of business education graduates in Delta State. Specifically, the study sought to:

1. identify the global employability skills required of business education graduates in Delta State.
2. ascertain the extent to which the identified global employability skills are suitable for global competition.

Research Questions

1. What are the global employability skills required of business education graduates in Delta State?
2. To what extent do the identified global employability skills suitable for global competition?

Null Hypotheses

1. Male and female business educators do not differ significantly in their mean ratings on the global employability skills required of business education graduates in Delta State.
2. Business educators in university do not differ significantly from their counter parts in college of education in their mean ratings on the extent the identified global employability skills are suitable for employment in the global world.

Method

The descriptive survey research design was used for the study. The population of the study consisted of 76 business educators in Federal Technical College Asaba and Delta University Agbor. The entire population was used. Therefore, there was no sampling for the study since the population is of a manageable number. A validated structured questionnaire titled “Questionnaire on Global Employability Skills for Business Education Graduates” (QGESBE) was used for data collection. The instrument consists of two sections, A and B. Section A is on demographical data of the respondent. Section B has B1 and B2. B1 contains 10 items and B2 also contains 10 items. The instrument has a 4-point response option of Strongly Agree (SA) = 4; Agree (A) =3; Disagree (D) =2; and Strongly Disagree (SD) =1. for research question 1. The response option for research question 2 which on the suitability of global employability skills in the world of work were Very High Extent (VHE) = 4; High Extent (HE) = 3; Small Extent (SE) = 2; and Very Small Extent (VSE) = 1. A total of 76 copies of the questionnaire were produced and administered by the researchers with the help of two research assistants.

The data collected were analyzed using mean and t-test statistics. The level of agreement or disagreement with each questionnaire item was determined based on the midpoint for the scale, which is 2.50. Mean scores of 2.50 and above were regarded accepted while mean scores below 2.50 were regarded as unacceptable. The null hypothesis was rejected where the calculated t-value was equal to or greater than the critical t-value otherwise the null hypothesis was not rejected.

Results

Research Questions One: What are the global employability skills required of business education graduates in Delta State?

Table 1: Mean Rating of the Global Employability Skills Required of Business Education (76)

S/N	Global Employability Skills	X	Remarks
1.	Communication skill	3.61	Agreed
2.	Problem solving skill	3.15	Agreed
3.	Technological skill	3.81	Agreed
4.	Leadership skill	3.11	Agreed
5.	Time management skill	3.08	Agreed
6.	Thinking/analytical skill	3.05	Agreed
7.	Risk assessment management skill	2.91	Agreed
8.	Teamwork skill	3.15	Agreed
9.	Conceptual skill	2.91	Agreed
10.	Resilience	3.27	Agreed
Grand Mean		3.12	Agreed

The results in Table 1 indicate that business educators rated all the items as global employability skills required of business education graduates, their means scores range from 2.91-3.81.

Research Questions Two: To what extent do the identified global employability skills suitable for global work competition?

Table 2: Mean Rating of the Extent the Identify Global Employability Skills are Suitable for Global Work (76)

S/N	Suitability of Global Employability Skills	X	Remarks
1.	Communication skill	3.31	High Extent
2.	Problem solving skill	2.90	High Extent
3.	Technological skill	3.70	High Extent
4.	Leadership skill	2.70	High Extent
5.	Time management skill	3.00	High Extent
6.	Thinking/analytical skill	3.38	High Extent
7.	Risk assessment management skill	2.60	High Extent
8.	Teamwork skill	3.08	High Extent
9.	Conceptual skill	2.80	High Extent
10.	Resilience	3.20	High Extent
Grand Mean		3.12	High Extent

The results in Table 2 show that business educators rated the ten items identified as global employability skills as suitable for graduates to be employable in the global world. The mean scores ranged within 2.70 – 3.70.

Null Hypothesis One: Male and female business educators do not differ significantly in their mean rating on the global employability skills required of business education graduates in Delta State.

Table 3: t -test Analysis of Male and Female Business Educators on the Global Employability Skills Required of Business Education Graduates in Delta State.

Variable	N	X	S ²	Df	α	t-cal	t-crit	Decision
Male Business Educators	40	3.00	0.25	74	0.05	0.43	1.960	Not rejected
Female Business Educators	34	3.12	0.03					

Analysis of data in Table 3 shows that the calculated t-value is 0.43 at 74 degree of freedom at 0.05 level of significance. Since the calculated t-value (0.43) is less than the critical value of 1.960, the null hypothesis was not rejected. This indicates that male and female business educators do not differ significantly in their mean ratings on the global employability skills required of business education graduates in Delta State.

Null Hypothesis Two: Business educators in university will not differ significantly from their counter parts in college of education in their mean rating on the extent the identified global employability skills are suitable in the global world

Table 4: t -test Analysis of Business Educators in University and Their Counter Parts in College of Education on the Extent the Identified Global Employability Skills are Suitable for Employment in the Global World.

Variable	N	X	S ²	Df	α	t-cal	t-crit	Decision
Business Educators in University	18	2.90	0.92	74	0.05	0.24	1.960	Not rejected
Business Educators in College of Education	58	3.00	0.84					

Analysis of data in Table 4 shows that the calculated t-value is 0.24 at 74 degree of freedom at 0.05 level of significance. Since the calculated t-value (0.24) is less than the critical value of 1.960, the null hypothesis was not rejected. This indicates that business educators in university do not differ significantly from their counterparts in college of education in their mean rating on the extent the identified global employability skills are suitable for employment in the global world.

Discussion of Findings

The result of the study in Table 1 revealed that all the items listed had the mean scores above 2.50 which showed that the items are the global employability skills required of business education graduates. This is in line with Iwu (2019) who stated that graduates of business education should possess global skills such as communication skills, conceptual skills problem-solving skills, leadership skills, organizational skills etc. to enable them fit in the world of work. Also, The British Council in Onwuachu (2014) is of the opinion that for one to be a global worker demands the ability to be fluent in at least one other language; such as French, Arabic and/or the language of the environment, fluency with e-commerce and the internet, and most importantly possess well-versed knowledge on the skills offered by Business Education.

The study also found that male and female business educators do not differ significantly in their mean ratings on the global employability skills required of business education graduates. The results in Table 2 indicated that the identified global employability skills are suitable for global work competition. This is

line with Umoru (2019) assertion that students are educated or guided through carefully planned experiences that offer them the opportunity to master the knowledge, skills, competences and attitudes needed; not only to succeed in academics but also to have equal opportunity in life. In the views of Chigbuson (2014) globalization has brought about employers' quest for global skills as a means of developing a workforce that is able to cope with increasingly complex work practices, team working, reduced supervision, greater job flexibility and rotation and increased interaction with consumers.

The study equally indicated that business educators in university and their counterpart in colleges of education do not differ significantly in their mean ratings on the extent the identified global employability skills are suitable for employment in the global world.

Conclusion

From the findings of the study, it was concluded that for business education graduates to fit in the global world, it is imperative for them to acquire the global employability skills while in school. Fundamentally, graduates of business education are required to possess global skills such as communication skills, conceptual skills, problem-solving skills, leadership skills, organizational skills among other vital skills to enable them fit in the world of work.

Recommendation

Based on the findings of the study and conclusion, the following recommendations are made.

1. Curriculum of business education should be reviewed to embrace the global employability skills as identified in the study.
2. Business educators should improve and update themselves to be in line with the global work expectations. This will as well help them to impact same to their students.
3. Business educators should adopt measures that will enable ensure that students acquire these global skills before graduates.

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