

TRAINING TECHNIQUES IN ENTREPRENEURSHIP EDUCATION AS CORRELATES OF JOB OPPORTUNITIES AMONG BUSINESS EDUCATION UNDERGRADUATE STUDENTS IN ABIA STATE

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Abstract

This study was carried out to investigate the relationship between training techniques in entrepreneurship education and job opportunities among Business education undergraduate students in Abia State. The study was guided by three research questions. Three hypotheses were tested at 0.05 level of significance. The study adopted a correlational design. The population of the study is 175 Business Education undergraduate students in Abia State. No sample was used because the population is manageable. Data were collected using “Training Techniques Questionnaire (TTQ) and Job Opportunity Questionnaire (JOQ). The instruments were validated by experts in Business Education and Measurement and Evaluation from Michael Okpara University of Agriculture, Umudike. The reliability of the instruments was determined using Cronbach alpha which TTQ yielded an index of 0.78 and JOQ yielded an index of 0.77. The data collected from the study were analyzed using Pearson product moment correlation coefficient to answer the research questions and testing the null hypotheses at 0.05 level of significance. The response of the respondents was rated on a 4- point rating scale of: Very High Extent as 4 points, High Extent as 3 points, Low Extent as 2 points and Very Low Extent as 1 point. The findings of the study showed a significantly positive correlation between vestibule, information and communication technology and mentoring training techniques in entrepreneurship education and job opportunities among business education undergraduate students in Abia State. Therefore, it was recommended that appropriate use of vestibule, information and communication technology and mentoring techniques will afford the Business education undergraduate students’ the opportunity to be trained on the actual work to be done as an employee before they go out to the labour market. These techniques made training effective by equipping the students to succeed in entrepreneurship while instilling self-sufficiency and reliance. and solve societal problem of unemployment effectively.

Keywords: Entrepreneurship, Education, Job Opportunities, Business Education, Undergraduates.

INTRODUCTION

The rate of unemployment in Nigeria has made self-employment and small enterprise initiative very high in the country's national agenda. It is on this note that the entrepreneurial education may provide alternative channels for self-employment. "Youth unemployment level in Nigeria is rising every year as tertiary institutions turn out thousands of graduates who flood the labour market in search of scarce employment opportunities. It is clear that a large number of Nigerian population is made up of unemployed graduates. Wubie (2012) opined that youth unemployment is acclaimed to be one of the basic forces which fuel the violent public protests in the country at different times. This is the reason the federal and state governments have been mounting series of programmes like compulsory entrepreneurship education in tertiary institutions to equip students with skills so that the graduates become self-employed after graduation to reduce the rate of youth/graduate unemployment.

Entrepreneurship remains an important means for economic development of any nation. It is commonly believed that entrepreneurship is an imperative that would make a positive contribution to improving the business initiative and entrepreneurship orientation of people leading to the acquisition of skills, creativity, confidence, drive, and courage to create employment for self and others. Entrepreneur is a person who brings land, labour and capital together and manage them productively to produce a product or service (Reinecker in Amaewhule, 2014). Similarly, Onoh (2013) averred that an entrepreneur is one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods. He went further to state that an entrepreneur can be seen as an innovator, a dynamic change agent as well as the engine room of the world's economy. In the same vein, Obayi (2015) saw it as the sole activity that brings productive resources together to create an output whose value is hoped to exceed

the cost of all the productive resources. Techniques of entrepreneurship makes training effective by equipping the students to succeed in entrepreneurship while instilling self-sufficiency and reliance. Nwufu (2012) affirmed that entrepreneurship education seeks to provide students with the required knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education is a drive to economic diversification thus paving way for creation of small-scale businesses for Business Education graduates.

Business Education is education that prepares the beneficiaries for gainful employment and sustainability of livelihood. Edokpolor and Egbri (2017) outlined the goals of business education as to prepare students for specific career in office occupations, equip students with the requisite skills for job creation and entrepreneurship expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT). Business Education offers students/recipients the opportunity to develop skills, abilities and understanding that will enable them to enter, perform and progress in a particular business occupation. This is why Emeasoba and Igwe (2018) viewed Business Education as a tripartite program of instruction which prepares the recipient or the learner with skills, competencies, knowledge, attitudes, and values to be a business education teacher, an office worker or to be an entrepreneur. Business Education is an important part of general education which emphasizes skill acquisition for office use consisting of a programme of vocation for office careers and entrepreneurship.

According to Aderibigbe (2014) entrepreneurship education techniques in career development and job opportunities include mentoring, vestibule training, on-the-job, off-the-job training, mentoring, training on information and communication technology, apprenticeship, job rotation, understudy. Similarly, Wajdi, Khalil, and Maria (2014) also noted that training strategies in education can come in form of on-

the job which includes coaching, mentoring, job rotation, job instruction technique, apprenticeship, and understudy while off-the-job training techniques include lectures and conferences, vestibule, simulation exercise, sensitivity training and transactional analysis. The three techniques used in this study were vestibule, information and communication technology and mentoring training techniques. These techniques will afford the Business education undergraduate students' the opportunity to be trained on the actual work to be done as an employee before they go out to the labour market.

Vestibule technique could be seen as an approach to personal training in which new employees, before starting their work duties, spend some time learning in a special section, apart from the actual work environment that duplicates as precisely as possible the setting and conditions in which the employees will be working. Swiss (2012) opined that this type of training is specifically given to the technical staff, office staff and the employees who learn the operations of tools and equipment assembled at a place away from the actual work floor. It is the training on actual work to be done by an employee but conducted away from the workplace. It is one of the on-the-job trainings where technical staff are trained on how to use tools and machinery by creating a simulated workplace. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop. Another component element of entrepreneurial technique is information and communication technology.

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. Information and communication technology technique is the best way of offering

student's developmental skill in online marketing, sale of products, advertisement and communication competence which will not only be within the classroom, reading and writing but be practical for the purpose of creativity and initiative of ideas to solve societal pressing problems. ICT is a diverse set of technological tools and resources used to transmit, store, create, share, or exchange information. ICT according to Newhouse (2015) promotes active learning as it develops an appropriate level of capability in students making it possible for them to become more engaged with their own learning, and to achieve learning outcomes across the curriculum.

Mentoring technique can be both short-term and long-term commitment since it is the process where a trained individual offers advice, support, and guidance to an individual or a group so that it can help in their learning and development process. Anebi (2015) explained that mentoring among non-teaching staff in the university is beneficial to both the mentor and the mentee in terms of job performance. It helps in learning of new and better ways to do things, improve leadership skills, communication skills, career advancement, and so on. Aderibigbe (2014) posited that mentoring is all about a collaborative process and engagement whereby both the mentor and mentee can gainfully participate in professional activities that are geared towards fostering their personal and organizational development. Mentoring is an effective technique because it also involves one on one interaction.

Owing to the beneficial attributes of mentoring techniques, the entrepreneurs create employment opportunities not only for themselves but for other as well. The activities of the entrepreneurs may influence the country's economic performance by bringing new products, methods and production processes to the market thereby boosting productivity. The increased competition from entrepreneurs challenges existing firms to become more competitive. It provides new job openings or opportunities in the short and long term. This is the reason the federal and state

governments have been mounting series of programmes like compulsory entrepreneurship education in tertiary institutions to equip students with skills to become self-employed after graduation to reduce the rate of youth/graduate unemployment.

Statement of the problem

Researchers have reported that entrepreneurial education is speedily taking its places in both secondary and tertiary institutions of learning in Nigeria as a means of reducing high state of unemployment and unstable economy. Entrepreneurial education is designed to equip students with the required skills and knowledge to be creative and productive towards creating job opportunities which could be possible through sustainable vestibule training, information, and communication technology training and mentoring technique that supports development of small-scale industries. Currently in Nigeria the situation of entrepreneurship education may be said to be more theoretical than in practice thereby undermining the relevance of vestibule techniques. Inadequate mentorship and poor information and communication technology programmes for students often discourage new entrepreneurs to invest their newly acquired skills for creating job opportunities in the Nigerian society. It was on this basis that the problem of this study thus put in question form; to what extent does training techniques in entrepreneurship education as correlates of job opportunities among business Education undergraduate students in Abia State?

Purpose of the study

The purpose of this study is to ascertain the relationship between training techniques in entrepreneurship education as correlates of job opportunities among business education undergraduate students in tertiary institutions in Abia State. Specifically, the objectives of the study was seek to determine the relationship between:

1. vestibule training technique and job opportunities among business education students in tertiary institution in Abia state,
2. ICT technique and job opportunities among business education students in tertiary institution in Abia state,
3. mentoring technique and job opportunities among business education students in tertiary institution in Abia state,

Research questions

The following research questions guided the study:

1. What is the correlation of vestibule technique as correlate of job opportunities among business education students in tertiary institutions in Abia State?
2. What is the correlation of ICT technique as correlate of job opportunities among business education students?
3. What is the correlation of mentoring technique as correlate of job opportunities among business education students?

Hypotheses

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

- Ho₁: There is no significant relationship between vestibule training technique and job opportunities among business education students in tertiary institutions in Abia State.
- Ho₂: There no significant relationship between ICT training technique and job opportunities among business education students in tertiary institutions in Abia State.
- Ho₃: There no significant relationship between mentoring technique and job opportunities among business education students in tertiary institutions in Abia State

Methodology

The study was carried out in Abia State. The population of this study was 175 final year business education students in tertiary institutions in Abia State comprising 45 students from Abia State University, Uturu and 130 students from College of Education, Arochukwu. Correlational design was used for the study. The design was used to ascertain the perception of the students on the relationship between training techniques in entrepreneurship education as correlates of job opportunities among business education undergraduate students in tertiary institutions in Abia State, Nigeria. The sample size for the study is 175 business education students such there will be no sampling and sampling techniques for the study since the population of the study is manageable by the researcher. The instrument for data collection were the researcher's self-developed sets of questionnaires. "Training Technique Questionnaire (TTQ), and Job Opportunities Questionnaire" (JOQ). Three experts from Business Education and Measurement and Evaluation from Michael Okpara University of Agriculture, Umudike validated the instrument. The reliability of the instruments was determined using Cronbach alpha which TTQ yielded an index of 0.78 and JOQ yielded index of 0.77. Four fully briefed research assistants were used in the administration of questionnaires to the respondents. The response of the respondents was rated on a 4- point rating scale of: Very High Extent as 4 points, High Extent as 3 points, Low Extent as 2 points and Very Low Extent as 1 point. The data collected from the study were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions while the p-value of the Pearson's Product Moment Correlation Coefficient (PPMCC) was used to test the corresponding null hypotheses at 0.05 level of significance.

The strength of the relationship was established using Creswell (2014) correlation coefficient scale thus:

+ /0.70 to 1.00 Strong/High Extent relationship

+ /0.40 to 0.69 as Moderate/Medium Extent relationship and

+ /0.00 to 0.39 no correlation/Weak/Low Extent relationship

Creswell (2014) opined that correlation coefficients can range from -1.00 to +1.00 with positive number used to identify a positive relationship and negative numbers being used to identify a negative relationship. Items that scored 0.70 – 1.00 were regarded as high extent relationship, 0.40 – 0.69 were regarded as moderate relationship while .00 – 0.39 as low extent relationship. The null hypothesis was not rejected where the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Table 1: Summary of Pearson Product Moment Correlation for the coefficient of vestibule training (VT) and job opportunity (JOP) of business education students

Variable	N	MEAN	S.D	R	Remark
VT	175	8.21	2.20	0.81	Very High Positive Correlation
JOB	175	7.61	3.74		

The summary of Pearson Product Moment Correlation for the coefficient of vestibule training (VT) and job opportunity (JOP) of business education students is shown in Table 1. It showed that the computed Pearson Product Moment Correlation Coefficient (r) was 0.81 which is positive and within the coefficient limit of 0.81-0.99, indicating very high positive relationship between vestibule technique and job opportunity among business education students.

Table 2: Summary of Pearson's Product Moment Correlation Coefficient showing the significant relationship between vestibule training (VT) and job opportunity (JOP) among business education students

Variable	N	MEAN	S.D	R	P-value	Remark
VT	175	8.21	2.20	0.81	0.000	Significant High Positive Correlation
JOB	175	7.61	3.74			

The summary of correlation for the significant coefficient of relationship between vestibule training (VT) and job opportunity (JOP) among business education students is shown in Table 2. The result showed a pvalue of 0.000 which is less than 0.05 which implies the null hypothesis of no significant relationship is rejected. Therefore, there was a significant high positive relationship between vestibule training and job opening among business education students.

Table 3: Summary of Pearson Product Moment Correlation for the coefficient of information and communication technology training (ICTT) and job opportunity (JOP) among business education students

Variable	N	MEAN	S.D	R	Remark
ICTT	175	8.81	3.20	0.76	High Positive Correlation
JOB	175	7.61	3.74		

The summary of Pearson Product Moment Correlation for the coefficient of information and communication technology training (ICTT) and job opportunity (JOP) among business education students is presented in Table 3. It showed that the computed Pearson Product Moment Correlation Coefficient (r) was of 0.76 which is positive and within the coefficient limit of 0.61-0.80 implying a high relationship between information and communication technology training and job opportunity among business education students. The result shows that the coefficient of relationship between the extent information and communication technology training relates to job opportunity among business education students with a coefficient of 0.76.

Table 4: Summary of Pearson's Product Moment Correlation Coefficient of the significant relationship between information and communication technology training (ICTT) and job opportunity (JOP) among business education students

Variable	N	MEAN	S.D	R	P.Value	Remark
ICTT	175	8.81	3.20	0.76	0.000	Significant Correlation
JOB	175	7.61	3.74			

The summary of correlation for the significant coefficient of relationship between information and communication technology training (ICTT) and job opportunity (JOP) among business education students is shown in Table 2. The result showed a pvalue of 0.000 which is less than 0.05 which implies the null hypothesis of no significant relationship is rejected. Therefore, there was a significant high positive relationship between vestibule training and job opening among business education students.

Table 5: Summary of Pearson Product Moment Correlation for the coefficient of mentoring technique (MENT) and job opportunity

Variable	N	MEAN	S.D	R	Remark
MENT	175	8.84	2.65	0.74	High Positive Correlation
JOB	175	7.61	3.74		

The summary of Pearson Product Moment Correlation for the coefficient of mentoring technique and job opportunity is shown in Table 5. The result shows that the coefficient of relationship between the extent mentoring technique relate to job opportunity with a coefficient of 0.74 is positive and within the coefficient limit of +/-0.61-0.80 indicating high correlation between mentoring technique and job opportunity.

Table 6: Summary of correlation for the coefficient showing significant relationship between mentoring technique and the job opportunity

Variable	N	MEAN	S.D	R	P.Value	Remark
MENT	175	8.84	2.65	0.74	0.000	Significant Correlation
JOB	175	7.61	3.74			

The summary of correlation for the significant coefficient of relationship between mentoring technique and the job opportunity and job opportunity (JOP) among business education students is shown in Table 6. The result showed a pvalue of 0.000 which is less than 0.05 which implies the null hypothesis of no significant relationship is rejected. Therefore, there was a significant high positive relationship between vestibule training and job opening among business education students.

Discussion

Extent of relationship between vestibule training technique and job opportunity among business education students.

Findings from research question one revealed that there is a very high positive relationship between vestibule training technique and job opportunity among business education students. Also, there is a significant relationship between vestibule training and job opportunity among business education students. This implies that any increase in vestibule training will lead to a corresponding increase in job opportunity among business education students to a very high extent. This finding is possible because vestibule training technique is aimed at improving employee competence since it enables new employees spend some time learning in a special section apart from the actual work environment. The finding is in agreement with the study of Swiss (2012) which stated that this type of training is specifically given to technical staff, office staff and the employees who learn the operations of tools and equipment assembled at a place away from the actual floor.

Extent of relationship between ICT training technique and job opportunity among business education students.

Findings from research question two revealed that ICT technique and job opportunity of business education students has a significant relationship. This finding shows that any improvement on the developmental skills of business

education students through ICT technique will lead to an equitable increase in job opportunity of business education students in tertiary institutions to a high extent. This finding is possible in that ICT technique offers students development skills which will not only be within the classroom, reading and writing but be practical for the purpose of creativity and initiative ideas to solve societal pressing problems. This agrees with Newhouse (2015) who opined that ICT technique promote active learning as it develops an appropriate level of capability in students, making it possible for them to become more engaged with their own learning and to achieve learning outcomes across the curriculum.

Extent of relationship between mentoring technique and job opportunity among business education students.

Findings in research question three revealed that there is a high positive relationship between mentoring technique and job opportunity of business education students. It also revealed that mentoring technique and job opportunity of business education students has significant relationship. This implies that any increase in mentoring technique will lead to a corresponding increase in job opportunity among business education students in tertiary institutions in Abia State. This is because mentoring is a process where a trained individual offers advice, support, and guidance to an individual or a group which helps in their learning and development process. This agrees with Anebi (2015) who argued that mentoring among staff in the university is beneficial to both the mentor and the mentee in terms of job performance.

Conclusion

Based on the findings of the study, there are significantly positive correlation between vestibule, information and communication technology and mentoring training techniques in entrepreneurship education and job opportunities among business education undergraduate students in Abia State. These techniques made

training effective by equipping the students to succeed in entrepreneurship while instilling self-sufficiency and reliance. thereby solving societal problem of unemployment effectively.

Recommendations

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

1. Vestibule training programme should be made compulsory for all business education undergraduate students before graduation by the Senate of tertiary institutions in Abia State. This affords the students the opportunity to be trained on the actual work to be done by an employee before they go out to the labour market.
2. Management of tertiary institutions in Abia State should expose students to information and communication technology trainings. This will enable them to face the challenges of contemporary education and meet up with the international practices.
3. The management bodies of tertiary institutions in Abia State should make mentoring programme compulsory for all the students. This avails the students the opportunity to improve their competencies as well as ensure mastery of quality knowledge, skills and required attitude.

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