

Skill Acquisition in Business Education for Combating Unemployment in Rivers State

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Abstract

Unemployment has become an issue of major concern in different countries of the world. Developing nations as ours continue to face the issues of rising unemployment levels. However, critical stakeholders are looking into possible meaning of combating this issue of unemployment. This paper examined how skill acquisition in the business education programme is aimed at combating unemployment. This study discussed the concept of unemployment, business education and skill acquisition. It also highlighted the types of employment, roles of business education in creating job opportunities, importance of skill acquisition and factors responsible for the rising unemployment rate in Nigeria. The problem of unemployment can be combated through skill acquisition especially via business education. Skill acquisition is the systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specific job. It was concluded that in order to combat unemployment, there is need for students of business education to be acquainted with the various skills in the business education programme. Also, unemployed youths are encouraged to undergo training in other vocational areas for them to acquire the skills that will enable them to be self-employed and government should devise means of tackling all the factors responsible for the rising unemployment in the country. Amongst other suggestions is that adequate funding should be provided by school authorities to build and equip skill acquisition center in Rivers State; qualified lecturers with adequate knowledge with various skills should be employed into the department of Business Education to teach Business Education practical skills; Business Education curriculum should accommodate practical skills; Business Education lecturers should be trained and retrained to acquire more skills of teaching Business Education; Business Education students should be willing to cultivate keen interest in acquiring the skills and competencies in the Business Education programme and that students should be committed and dedicated to the practical contents of business education programme.

Keywords: Skill Acquisition, Business Education and Unemployment.

Introduction

Skill acquisition is vital for Nigeria to grow economically, particularly in this era of economic recession. The Federal Government of Nigeria recognized skills acquisition and development as an important factor in the drive to enhance productivity reduce youth unemployment and achieve sustainable economic development (Nwaukwa, Iloeje, Nzeh & Nwagu, 2018). Skills refer to abilities, capabilities, aptitude and expertise acquired through deliberate, systematic and sustained training necessary to adaptively perform job functions effectively. A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy or both (Uchendu, 2015).

Skill is the ability to do something well, usually gained through training or experience. Vanpatten and Benati (2017) saw skill as the ability to do rather than underlying competence or mental representation. To clarify this concept, Masumeh (2014) identified nine defining attributes of a skill from a psychological perspective as follows: skill is learned, skill involves motivation, purpose and goals, skills require content and context knowledge, skills are performed and transferred in the presence of specific stimuli, skill involves problem solving relevant to the context, skill involves relative judgments with individual differences in skill performance evident, standards of excellence are important, skill involves comparable replication, and considerable periods of time are required to reach high levels of skill.

Skills acquisition refers to ability to be trained on a particular task or function. It is a form of training of individuals or group of individuals to acquire skills needed for self-sustenance (Idoko, 2014). Skill acquisition is the manifestation of idea and knowledge through training geared towards instilling in the youths the spirit of entrepreneurship needed for meaningful development (Douli, 2012). Skill acquisition is a major tool for extreme poverty and hunger eradication with the aim of creating an avenue for jobs and wealth which will bring self-reliance and sufficiency and, contribute to the growth and development of a country's economy (Isaac, 2019). Skill acquisition is the ability to be trained on a particular task or function (Mike, 2014).

Idoko (2014) posited that skill acquisition requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions. Nwaukwa, Iloje, Nzeh and Nwagu (2018) stated that skill acquisition leads to employment generation in small and medium enterprises such as computer business centers, book binding centers, laminating centers, computer sales, computer training, internet centers (cybercafe), business registration, photocopying centers, reprographic, and printing press among others. According to the Development Education Center (2019), skill acquisition and youth development are emphasized in Nigeria to meet the following needs: reduction in youth unemployment rate, diversification of job opportunities, effective function, crime reduction, employment generation and national development. Equipping students with relevant skills is an important mandate of business education programme at both secondary and tertiary education in Nigeria (FRN, 2013). This is noted in the policy statement of National Policy on Education (FRN, 2013) which expressly stated that the primary goal of business education is to produce skillful and dynamic business education graduates for gainful employment or self-employment. In line with this expressed policy objective, Ubulom and Enyoghasim (2012) defined business education as a programme of study that equips students with knowledge, attitudes, skills and competencies needed to become productive members of the society. Ubulom and Enyoghasim (2012) stated that business education programme equips its recipients with skills such as communication skills, computation skills, personal reliability skills, economic adaptability skills and group and organizational effectiveness skills with numerous opportunities available to business education graduates, the programme is believed to be a veritable tool for sustainable development, and tackling widespread graduate unemployment.

Additionally, business education programme develops students' managerial and business decision making skills and practical experiences in form of industrial training (IT). Osuala maintained that these skills are highly needed by business education graduates for gainful employment as employees or self-employed. Similarly, Ubulom and Enyoghasim (2012) maintained that business education students are equipped with entrepreneurial skills to establish small scale businesses like photocopying, computer and internet centers, computer and phone repair, phone accessory sales, computer training, printing press, rental services, and land and house agency among others and manage them successfully. With these opportunities, business education is believed to be a veritable tool for sustainable development and tackling widespread youth unemployment. Kao and Mao (2011) maintained that training in business education programme enables students to acquire a set of strategic, analytical, managerial and decision-making skills to effectively deal with problems in the real world. Business education also teach creativity skills, innovative skills, problem-solving skills, decision-making skills, information and communication technology skills and critical-thinking skills among others. Business education provides trainings to equip recipients with technical skills, managerial skills, communication skills and business decision-making capability (Ezeani, 2017). These courses incorporate practical experiences, in the form of presentations, industrial visits, and interaction with experts from the industry. No wonder developed countries such as China, Canada, and USA are investing heavily in business education programmes so as to improve the quality of students' skill acquisition for national development. Unemployment is one of the causes of social vices in many parts of the world especially in Nigeria. Business education is that aspect of vocational education which provides skills, knowledge, competencies and attitudes necessary for effective employment in a specific business occupation. So, business education been an aspect of vocational education emphasized a lot in teaching of skill acquisition.

According to Udo (2018) business education is a comprehensive activity-based occupational education programme that is concerned with the acquisition of practical skills, abilities, understanding, attitudes, work habits and competencies that are requisite to success in any chosen business occupation. Skill acquisition is the ability to be trained on a particular task or function till you become an expert on the skill. According to Udo and Babangide (2017) skill acquisition is the capacity to be trained on a particular business occupation and become a proficient professional in it. In the view of Mshelia (2019), Omidiji and Ogwu (2019) skill acquisition in business education include communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill book keeping skill etc.

Skill Acquisition

Skill acquisition is the main focus of business education programme for self-reliance and more employable motives. Omidiji and Ogwu (2019) defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world (Enang & Okute, 2019). Skill acquisition is the ability to be trained on a particular task or function and become expert in it. Some of the needed skills in business education for one to be self-reliant include communication skills, reading skills, and manipulative skills. Skill acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenue for employment, thereby creating job opportunities and wealth creation. Gumbari in Mshelia (2019) asserts that skill acquisition in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease trade deficits that result from such import.

Ezeji and Okorie as cited in Nwanaka and Amaehule (2017) assert that while stressing the importance of skill acquisition in the national growth, emphatically contended, "that Nigeria's social and economic problems will drastically be reduced if people are given adequate vocational training in skills, raw materials, machineries and equipment". It is only with skilled men that materials can be harnessed, manipulated and transformed into products with quality skill acquisition programme.

Oluwadare (2019) saw skill acquisition as the ability to learn a skill, which can be intellectual such as learning to listen, speak, read and write or manual such as learning to build or make something. According to the Development Education Center (2019), skill acquisition and youth development is emphasized in Nigeria to meet the following needs: reduction in youth unemployment rate, diversification of job opportunities, effective function, crime reduction, employment generation and national development. Nwaukwa, Iloje, Nzeh and Nwagu (2018) stated that skill acquisition leads to employment generation in small and medium enterprises such as computer business centers, book binding centers, laminating centers, computer sales, computer training, internet centers (cybercafe), business registration, photocopying centers, reprographic, and printing press among others. These skills are highly needed by business education graduates for gainful employment as employees or self-employed.

Aderogba (2011) maintains that effective skills acquisition in education is an indispensable tool towards producing a self-reliant nation and dynamic economy. It is therefore important every nation should strive to have a thorough assessment of the citizen on skills acquired in order to provide those skills that are yet to be achieved which can make the nation to compete other nations of the world. Educational programmes have to be tailored towards skill programmes in which Business Education has made considerable acquisition programmes (Idoko, 2014). Skill acquisition is the manifestation of idea and knowledge through training geared towards instilling in the youths the spirit of entrepreneurship needed for meaningful development (Douli, 2012). Skill acquisition is a major tool for extreme poverty and hunger eradication with the aim of creating an avenue for jobs and wealth which will bring self-reliance and sufficiency and contribute to the growth and development of a country's economy. Skill acquisition is the ability to be trained on a particular task or function (Mike, 2014). Idoko (2014) posited that skill acquisition requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions.

Ubulom and Enyoghasim (2012) defined business education as a programme of study that equips students with knowledge, attitudes, skills and competencies needed to become productive members of the society. Ubulom and Enyoghasim (2012) stated that business education programme equips its recipients with skills such as communication skills, computation skills, personal reliability skills, economic adaptability skills and group and organizational effectiveness skills. With numerous opportunities available to business education graduates, the programme is believed to be a veritable tool for sustainable development, and tackling widespread graduate unemployment. Additionally, *business education programme* develops students' managerial and business decision making skills and practical experiences in form of industrial training (IT).

Similarly, Ubulom and Enyaghasim (2012) posited that business education students are equipped with entrepreneurial skills to establish small scale businesses like photocopying, computer and internet centers, computer and phone repair, and phone accessory sales, computer training, printing press, rental services, and land and house agency among others and manage them successfully. With these opportunities, business education is believed to be a veritable tool for sustainable development and tackling widespread youth unemployment. Busola (2016) stated other vocational skill acquisition one can practice generally to include;

1. **Farming skills:** In farming, there are many people who practice the skill of rearing day old chickens, broilers, cockerels, and eggs, sheep, goats, pigs, and cows, fish and shrimps. Some others have the skill in producing cereals, legumes, fruits and vegetables. All these are some of the skills processed by farmers.
2. **Photography:** Photography is the technique of capturing an event, a scene or a thing on a picture. This would be printed or viewed on card or a projected screen. A picture is an image. Photography is now an accepted method of keeping records of events such as parties, wedding, birthdays, seminars, etc. Originally, it involves lenses and the photographic films, but with the technology, the digital computer generates what can be stored and reproduced in the computer memory.
3. **Desktop publishing and networking:** This has to do with the use of computer for compiling, producing, and disseminating information and reading materials without going through the rigour of passing through a publisher. Computer processing has reduced drastically the vigorous work of publishing such as script editing, typing, artworks and designs. Networking entails linking of the computers through local area connection via cables or servers through the satellite to servers in other parts of the world. Local area networks link computers on the net together so that they share information or work simultaneously on the same or different aspects of a project.
4. **Bead making:** Bead making has become a very profitable venture in the society today. If you have taken your time to look around, especially on wedding and different ceremonies, you will discover that so many ladies make use of it. Bead is simple and easy to learn how to make. Your ability to innovate and be creative will help you stand out in this venture.
5. **Fashion designing:** Fashion designing is the art or application of design and aesthetics or natural beauty to clothing and accessories. Fashion design is influenced by cultural and social attitudes, and has varied over time and place. Fashion designers work in a number of ways in designing clothing and accessories such as bracelets and necklace.

Ajinwo (2022), posited that soft skills acquisition are relevant and essential in teaching and learning Business Education courses. He outlined the skills as follows; problem solving skill, team working skill, time management skill, communication skill, critical thinking skill and creativity and innovation skill. These skills listed above leads to the understanding of ethical values, application of leadership trait of individual employee to fast track employment of such graduates who has acquired these skills.

More than a decade ago, various inventions are continually uprising that could enhance teaching and other administrative works (Koko & Okogun, 2020). According to Bao (2020) some universities such as Harvard, MIT, Yale, Oxford, Cambridge, Tsinghua, Peking University, among others are moving into digital pedagogy. Most educational institutions in Nigeria are currently based only on traditional methods of teaching including schools, colleges and universities (Dhawan, 2020). However, some academic units have introduced the use of technology to facilitate academic activities. Instructional pedagogy of Office management and technology involves purposeful transfer of knowledge, skills, competencies and attitude formation in formal educational set-up. The new era of digital explosion has changed the traditional way of instructional delivery in the classroom to a more innovative, interesting and facilitating one, which is regarded as active, integrative and evaluative in nature.

Importance of Skill Acquisition

Busola (2016) indicated the following as the importance of skill acquisition:

1. **Crime rate reduction:** Skill acquisition reduces the crime rate in various countries. People with skills often think about how to make money and not how to steal. They are engaged with something rather than being idle. When someone has a skill to trade, he misses the chances of engaging in anti-social behaviours.
2. **Employment opportunities:** Many governments are still finding it difficult to provide jobs for their citizens because the citizens are lacking important skills they need. Anyone with a skill is able to employ and provide jobs opportunities for others.
3. **Improved quality of life:**
 - (a) People become increasingly aware of practices that help to improve life expectancy.
 - (b) People learn how to obtain help information quickly.
 - (c) Easy and convenient communication through phone calls, emails and money transfer.
 - (d) The feat performed by the computer and relative items helps man to appreciate the immense potential of the human capacity.
4. **Self-employment:** A skill acquired man is a self-employed man. A self-employed person can never go hungry because the skill he acquired provides food for him on daily basis. But one who lacks skill acquisition will find it difficult to be self-employed because he has nothing to offer. Skills acquired by website designers are what they use on their daily feeding instead of indulging in cyber-threat or online theft which is also related to internet.

Zakka, Bewaran, and Wetnwan (2017) suggest ways through which skills acquisition in Office Technology and Management (OTM) can revamp the Nigerian Economy:

1. Employment generation and poverty reduction
2. Resource mobilization
3. Wealth creation and Increased GDP
4. Technological Development
5. Improvement in standard of living
6. Reduction of urban drift and enhancement of social status of the citizenry
7. Source of government revenue
8. Industrial development.

Concept of Business Education

Business Education is a branch of vocational education. It is a part of education that involves the training of business skills to enable the students after the completion of their programme to set up their own businesses, thus, promoting self-employment and self-reliance. Business Education programme is offered at Colleges of Education and Universities in Nigeria with the aim of equipping the recipients with relevant skills, knowledge, attitude understanding of the business world. The knowledge acquired by Business Education graduates can contribute greatly to the growth of the Nigerian economy.

Koko (2019) opined that Business Education is described as an academic field that provides students with the methods, strategies, fundamentals and essentials required to do business effectively. It has become most sought out course of study in most higher institutions in Nigeria. History has it that in pre-colonial days, Africans were limited to rural lower level education in agriculture and religion for service to the white settlers. At independence however, the people seem to throw off such inclinations towards vocational education to receive training in areas that will provide opportunity to white-collar jobs.

Aliyu Udo (2016) describes Business Education as an aspect of vocational and technical education which is designed to develop competencies in management, administration, marketing, book keeping, accounting, office technology and information and communication technology. These are business skills that equip and empower graduates to live, learn and work as productive members in a globalized economy.

Onyesom and Ashibogu in Chundusu (2013) emphasize the goals and objectives of Business Education at all levels of education as the development of basic skills for personal use in the future as well as:

1. to acquire the basic knowledge and skills of Business Education;
2. to relate the knowledge and skills acquired for national development;
3. to develop basic skills in office occupation;
4. to provide the needed background for teaching in business subjects.

According to Iwu (2016) business education is the study that equips the individual with the occupational skills and knowledge that will enable him/her fit into, and finds job satisfaction in the labour market. Business education as a component of vocational education prepares individuals for career in business and also to be intelligent consumers of economic goods and services. It is a programme that prepares its students with skills and competencies needed for self-reliance and employment. Agbionu as cited in Nwogu (2015), defined business education as that form of instruction that both directly and indirectly prepares the businessman for his calling. This definition confirms with the vocational nature of business education. Afolabi (2018) saw business education as a type of training with the main goal of making people ready for entrance into a business career, and on having entered upon such a career making them capable of rendering efficient services therein, with the ability to advance their present levels of employment to high levels. Udo and Babangida (2017) business education is that aspect of vocational education which provides skills, knowledge, competencies and attitudes necessary for effective employment in any specific business occupations. Aliyu in Umezulike (2015) defined business education as education for the development of skills/competencies, attitudes and attributes which are necessary for the efficiency of the economic system.

Amesi (2017) reveals the impacts of quality Business Education programme on skills acquisition by Business Education students in the following ways:

1. Develop in students the ability and desire to keep records for personal use
2. Provide commercial knowledge for personnel use and for further education
3. Develop in students the habit of wise use of services offered by commercial institutions
4. Develop in students the understanding of some of the problems and characteristics of business enterprise
5. Prepare and encourage students to be prudent and effective in the management of resources
6. Develop in students the ability to take down dictation from the Boss using shorthand or stenotype machine
7. Develop in students the ability to engender growth process and changes that are never ending
8. Develop in students the ability to make appointment for executive and reminding him her of the appointments
9. Develop in students the ability to keep personal records of events in the offices

Okoli Utoware, and Kaizer (2017) reveal the quality curriculum strategies for promoting Business Education programme in Universities as follows:

1. Appropriate Business Education curriculum design
2. Appropriate implementation of Business Education curriculum content
3. Review of existing Business Education curriculum to accommodate maximum skills
4. Business Education curriculum should be result-oriented and more responsible to needs
5. Business Education curriculum should encourage practical activities and work-based learning enterprise
6. Ensure that key competencies are integrated into Business Education appropriate means of assessment
7. Business Education curriculum should give learners access to appropriate up-to- technical equipment, teaching materials and infrastructure
8. Business Education curriculum should adhere to accreditation requirement

Okoli, Utoware and Kaizer (2017) also reveal the quality personnel strategies for acquisition of Business Education programme in universities as follows:

1. Recruitment of qualified teaching personnel in Business Education.
2. Teaching personnel in Business Education must have requisite skills to teach required courses
3. Teaching personnel in Business Education should have a competency-based education
4. Teaching personnel in business education must have good knowledge of Education courses
5. Training and retraining of teaching personnel in Business Education
6. Teaching personnel in Business Education must have appropriate knowledge of students' guidance and mentoring
7. Teaching personnel in Business Education must adhere to staff quality control
8. Teaching personnel in Business Education must be effectively motivated. The success skills acquisition in Business Education programme depends on the availability of qualified teachers that will stimulate the educational process and impart relevant skills to the students. Therefore, no educational system can underrate the quality of their teachers. The teachers can make or mar every educational system as the case may be.

Concepts of Unemployment

The state of being without any work yet looking for work is called unemployment. Unemployment in Nigeria is one of the most critical problems the country is facing.

Unfortunately, the government has not found any immediate solution to the scenario. According to Bosah in Oduma (2012) unemployment is a state of joblessness and idleness of one with labour requirements, potentials, skills, attitudes and competencies. Unemployment can also be seen as a phenomenon that arises when members of a country's labour force are unable to obtain their goals of participation in gainful occupation due to a situation in which supply of labour significantly exceeds demand for it (Okafor, 2015).

Unemployment is one of the causes of social vices in many parts of the world especially in Nigeria. Business education is that aspect of vocational education which provides skills, knowledge, competencies and attitudes necessary for effective employment in a specific business occupation. So, business education been an aspect of vocational education emphasized a lot in teaching of skill acquisition. According to Udo (2015) business education is a comprehensive activity-based occupational education programme that is concerned with the acquisition of practical skills, abilities, understanding, attitudes, work habits and competencies that are requisite to success in any chosen business occupation. Skill acquisition is the ability to be trained on a particular task or function till you become an expert on the skill. According to Udo and Babangida (2017) skill acquisition is the capacity to be trained on a particular business occupation and become a proficient professional in it. In the view of Mshelia (2019), Omidiji and Ogwu (2019) skill acquisition in business education include communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill book keeping skill etc.

Anyaele (2018) defined unemployment as a situation where some people who fall within the ages of the working population, capable and willing to work, are unable to obtain befitting work to do. The state of being without any work yet looking for work is called unemployment. Unemployment is defined by the Bureau of Labour Statistics as people who do not have a job, have actively looked for work in the past for weeks and are currently available for work. Also, people who were temporarily laid off and were waiting to be called back to that job are included in the unemployment statistics The International Labour Organisation (2018) saw unemployment as when people are without jobs and they have actively looked for work within the past four months. Unemployed individuals are unable to earn money to meet financial obligations. Unemployment is the term referring to individuals who are unemployable and seeking a job but are unable to find a job. Unemployment occurs when one does not have a job. According to Udu and Agu as cited in Asaju, Arome and Anyio (2014) unemployment is a situation in which persons capable and willing to work are unable to find suitable paid employment.

Unemployment rate is the proportion or percentage of the labour force or working population which is not employed at any given point in time. Unemployment rate is usually represented using the symbol "U", and it is usually calculated as follows:

$$U = \frac{\text{Number of people unemployed} \times 100}{\text{Labour force}}$$

Types of Unemployment

1. Cyclical unemployment occurs when there is not enough aggregate demand in the economy to provide jobs for everyone who wants to work. Demand for most goods and services falls, less production is needed and consequently fewer workers are needed, wages are sticky and do not fall to meet the equilibrium level, and unemployment results. Its name is derived from the frequent ups and downs in the business cycle (Wikipedia 2020).
2. Frictional unemployment arises when people leave their present job with the hope of getting a new and better one but fail to do so. It may or may not be a temporary unemployment depending on the prevailing economic situation. So, this is the period between the time the worker left his former work and the time of getting a new work (Anyaele 2018).
3. Structural unemployment arises as a result of slight changes in the industrial structure of a country. Workers will be retrenched as a result of economic recession and it happened in Nigeria in 1984, when many firms folded up as a result of this. It may also occur as a result of changes in production techniques (Anyaele, 2003).
4. Seasonal unemployment is caused by seasonal changes that affect some type of work. Construction workers are laid off during rainy season. Also, farmers stay idle in-between harvesting and planting period (Kimberly, 2020).
5. Classical or real-wage unemployment, occurs when real wages for a job are set above the market-clearing level causing the number of job-seekers to exceed the number of vacancies.

Busola (2016) stated other vocational skill acquisition one can practice generally to include:

1. **Farming skills** – In farming, there are many people who practice the skill of rearing day old chickens, broilers, cockerels, and eggs, sheep, goats, pigs, and cows, fish and shrimps. Some others have the skill in producing cereals, legumes, fruits and vegetables. All these are some of the skills processed by farmers.
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Photography is now an accepted method of keeping records of events such as parties, wedding, birthdays, seminars, etc. Originally, it involves lenses and the photographic films, but with the technology, the digital computer generates what can be stored and reproduced in the computer memory.

3. **Desktop publishing and networking** - This has to do with the use of computer for compiling, producing, and disseminating information and reading materials without going through the rigour of passing through a publisher. Computer processing has reduced drastically the vigorous work of publishing such as script editing, typing, artworks and designs. Networking entails linking of the computers through local area connection via cables or servers through the satellite to servers in other parts of the world. Local area networks link computers on the net together so that they share information or work simultaneously on the same or different aspects of a project.
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Factors Responsible for the Rising Unemployment in Nigeria

Umana (2018) stated the following as the factors responsible for the rising unemployment in Nigeria:

1. Corruption

Corruption is a dishonest or illegal behaviour, especially by the people in authority. It is an abuse of public office for private gain, which usually involves embezzlement of public funds, nepotism and falsification of data etc. Corruption has no doubt done an incalculable damage to every facets of the country. It has undermined democratic institutions, retarded economic growth and development; and cause poverty in the mist of plenty, it has prevented the country from making political, social and economic progress and ultimately brought about high level of mass unemployment in the country. It has denied millions of Nigerians access to education, housing, health, food and infrastructure (Umana, 2018).

2. Poor Management Practice

Nigerians are known for lack of good management culture. According to Umana (2018) the country is blessed with abundant natural resources. It is believed that if the resources are well harnessed, fully developed and well managed, Nigeria is capable of surmounting the problem of high unemployment and its attendant effects. Harnessing the nation's economy involves assessment of one's resources at present and allocating them to different competing sectors so as to meet certain goals. Nigeria does not lack good economic plans, what is lacking is proper implementation. The process of implementation has been taken over by corrupt and incompetent persons and failed results.

3. Neglect of Agricultural sector

Umana (2018) asserts that until early 1970s, agriculture was the mainstay of Nigeria economy. It constituted the major income earning for the country and the largest employer of labour as over 90 percent of the populace worked and earn their daily income from this sector. Following the rise in the price of petroleum (oil boom) in 1970s, and the attendance huge foreign income, the agricultural sector suffered a substantial decline till today.

Many analysts argue that there is a strong relationship between the neglect of agricultural sector and high rate of unemployment in the country. Agriculture remains a panacea for reducing the high rate of unemployment and poverty in Nigeria.

4. Infrastructural Decay

This is yet another dismal factor that has rendered millions of Nigerians unemployed. If the infrastructure is improved and empowered policies are put in place, people will have opportunity to employment and use their talent in sectors like textile which is capable of absorbing both skilled and semi-skilled workers.

No doubt that the inability of successive administration to tackle the problem in power sector has done an incalculable harm to all facets of the economy especially the manufacturing enterprises in the country.

5. Lack of Purposeful Leadership and Good Governance

There is a general agreement among political observers of Nigerian politics especially in recent times that the nation has never been lacking in terms of initiating good ideas towards enhancing the welfare of the citizens, what was lacking is the political will to turn these ideas into concrete results. Indeed, hardly had any administration come on board without a virgin plan professionally packaged to ease the agonizing pains of the masses, although these plans which come with great expectations are found to be more active on papers.

Successive administrations' effort to combat the menace of unemployment and its attendant effects over the years ended up in a deadlock and the reason is not far from corruption, lack of political- will to implement government projects, lack of good governance etc which also aggravates political instability.

6. Inflation

Inflation is the rate of increase in prices over a given period of time. Inflation is typically a broad measure, such as the overall increase in prices or the increase in the cost of living in a country.

The edition of the Nigeria Development Update proposes near-term policy option organized around three priority objectives:

- (a) Reduce inflation by implementing policies that support macroeconomic stability, inclusive growth, and job creation;
- (b) Protect poor households from the impacts of inflation;
- (c) Facilitate access to financing for small and medium enterprises in key sectors to mitigate the effects of inflation and accelerate the recovery.

7. Nepotism

Nepotism is the unfair use of power in order to get jobs or other benefits for your family or friends. The word "Nepotism" comes from the Italian word "nepote" which means the son, which has been used by the papal practice of granting special favors grandchildren or their relatives. So, favoring relatives on the basis of family ties, saying rather that nepotism means the employment of relatives or close friends, regardless of their merits and abilities (Dictionary, 2013).

Corruption is a phenomenon that is found both in the developed and developing countries, but at different levels and this can be observed a higher inclination of the poorest countries on corruption acts that he presents in developed countries. Gjinovci (2014), from a legal perspective, there are two types of corrupt behavior: active and passive Corruption. We are aware that corruption, a huge stretch or small, is a threat to all participants in a democratic society, especially to countries that are in a transition period. Fight corruption and put under control at times he appeared. The reason is easy to fight corruption at the time of its presentation, it is that it is very easy to identify and prevent. In more general terms, corruption is generally degrading effect on the system and social regulation. The boundaries of corruption are as inaccessible as is unattainable and human greed. Greed grows cure human justice system fails. Acts of corruption, related to violation of legal provisions and the professional code of ethics by the employees as public or private sector.

Role of Business Education in Creating Job Opportunities

Owojori in Omidiji and Ogwu (2019) opined that the three options in business education programme had the following vocational opportunities which can be acquired through practical oriented programme implementation:

1. Graduates of Marketing and Distribution education are expected to be very versatile as they can be engaged in.
 - (a) Buying and selling of any product whether agricultural, technical, business, arts, etc.
 - (b) Sales promotion of all products for organizations;
 - (c) Promotion and advertisement of service occupations or organizations e.g. radio, television, cinema house etc.
2. Graduates of accounting education can write and publish books in accounting and organize workshops and seminars for organization.
3. Graduates of Office Technology and Management are secretaries who can engage themselves in the establishment of;
 - (a) Business centers (have computers for production of documents, e-mail; browsing; typewriters for typing; fax machines for sending out documents; telephone services; photocopying; binding) and cybercafé centers.
 - (b) Secretarial institutes where typists, stenographers and secretaries are been trained.
 - (c) Writing and publish books in the field
 - (d) Organize workshops and seminars for secretarial workers and
 - (e) Consultancy services for organization in recruiting activities.

Conclusion

Business Education is education for and about business which prepares students in Colleges of Education and Universities to acquire relevant skills and knowledge for employment, carrier aspiration and general knowledge to contribute to the nation's economy. It is important therefore that quality assurance should be strictly adhered to in Business Education programme through quality curriculum delivery, quality teachers and quality funding being be provided in Nigeria universities.

Suggestions

Based on the Variables of this study, the researchers formed the following opinion:

1. Adequate funding should be provided by school authorities to build and equip skill acquisition center in Rivers State.
2. Qualified lecturers with adequate knowledge with various skills should be employed into the department of Business education to teach business education practical skills.
3. Business Education curriculum should accommodate practical skills.
4. Business Education lecturers should be trained and retrained to acquire more skills of teaching Business Education.
5. Business education students should be willing to cultivate keen interest in acquiring the skills and competencies in the business education programme.
6. Students should be committed and dedicated to the practical contents of business education programme.

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