

Business Education Skills Acquisition and Youths' Engagement in Community Development in Rivers State

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Abstract

The purpose of the study was to evaluate Business education skills acquisition and youths' engagement in community development in Rivers state. Three research questions and three hypotheses were formulated and tested at 0.05 level of significance. The study adopted the correlational research design. The area of study of this study was Rivers State. The population of the study comprised one thousand two hundred (1,200) youths in Rivers State. The sample size of the study comprised the entire one hundred and eighty-three (183) youths in the Area of the study in Rivers State. A self-constructed questionnaire was used for data collection. The questionnaire is labeled "Evaluation of Business education skills acquisition and youths development Questionnaire. To establish the reliability of the instrument, test retest method was employed by the researcher. The instrument was pretested through test retest method by using thirty (20) youths from Rivers State with the reliability coefficient value of 0.78 for the instrument which means that the instrument is reliable and therefore considered appropriate for the study. The instrument was administered by the researcher to the respondents in the sampled area. The researcher personally reached the respondents in the sampled areas and administered the instruments to them by hand. The study adopted descriptive statistics such as Mean (X) and Standard Deviation to answer research questions and Pearson's Product Moment Correlation for testing of the hypotheses. Based on findings and conclusion of the study, the following recommendations are made: Youths should be encouraged to acquire entrepreneurial skills to enable them engage in community development, Government should provide funds for the training and retraining of youths on how to manage their Businesses to enable them engage in community development and that

Government should provide funds and equipment and machines as to encourage youth acquisition of Business education skills for easy access to participation in community development.

keywords: *Business, Education, Skills, Youths, Development*

Introduction

Youths, it is proclaimed are the leaders of tomorrow. They are the muster point of every societal development. Youths' attitudes, actions and contributions positively or negatively influence the level of development in every community. Youths has great role to play in the development of every society. To achieve the afore stated assertion, youths in every community should be subjected to a sound Business education impact positive behavioural attitude as to enable acquire needed skills to will foster development in every community. A youth can be defined as a male or female 18 and 35. Though, the classification of brackets differs, different communities with different classification of brackets. Scripturally, it is 100 years and below.

The development of community is as important as man itself, it is a self-motivated process that involves every part of the neighborhood, including the youthful age-grade of the community. Youths are the builders of every locality; they are exemplified as an unexploited human resource for effective community development. Youths has custodian of developmental components, with calculative planning and evaluative capability which every community requires for effective development, they also provide an invaluable resource for program planning and effective evaluation. Youths are capable of bringing events that will foster development in the community. For fast developmental strides in any community. Youths are expected to actively contribute to the welfare of the community. and growth will enhance decision making which will bring community development. Youths I collaboration with community leaders and other societal dwellers participates in innovative activities which metamorphoses to skill development, consents and confidence-building traits, which will enable them for community services and development. According to Smith (2016) youths are expected to participate and engage fully in functional activities that will develop the entire community.

According to Smith Youth engagement participation can be defined as an active contribution to decision which affects human lives. Hence, participation can be evaluated by its latitude, such as the capacity of young men and women who carry out certain activities which fosters the development in every community, though, the quality of their contributions determine the level of development in that community. Youth participation in community development can only be effective when their contributions has any positive effect on people. It is when their contributions positively influence the process of the community development.

according to Udoh (2015) community development is a communal process where residents are capable of mingling with other occupants in gain meaningful control over their collective activities in the society. These youths are expected to have the capacity to carry out legal activities as to

enhance their ability to think, decide and plan which will enable function effectively in community development.

Consequently, community development requires both financial and human resources growth must be given equal attention to ensure that the process in the development of communities are checkmated and evaluated. according to Nitzberg (2015), youths in the community development assists the societal residents to identify and outline the community unsolved needs. The aim of community development is to enable community inhabitants to evaluate, plan and come up with needed solutions that will them come up with developing the social, economic, environmental and cultural aspects of societal habitation. Lynn (2015) opined that the total reason for the effective process of community development underscores the significance of youths' indulgence into contribution as a means of consolidation of communities. Lastly, Kubisch in Nitzberg (2015) stressed that youths' community development happens the moment residents engage in building and rebuilding of the entire community for the comfort and business enhancement of the society. The Afore-stated information revealed that community development process should bring change in every facet of societal situations. Considering the fact that there are a lot of youths in the Nigerian society, youths are encouraged to engage in activities that will enhance development of a society.

Nitzberg, (2015) observed that youths are known for active connection in community matters, better social tendency, fast reactions etc. It is therefore necessary to adventure their active capacity for innovative attributes that will enhance the development of the community. Youths therefore needs proper recruitment as to enable them be a better citizen that will contribute towards the development of the community. It is easier for the youths to organize themselves and speak with one voice tha will bring development in every society. Lynn, (2015) Observed that parental background in terms of community development influences youths' ability to get involved in community development. In the same vein, youth whose parents do not participate and contribute in community activities may not equally have time for the development of the community, (Kubisch in Lyn, 2015). However, a helpful and supportive parental relationship may have a greater contribution to civic engagement than parental modeling. Perhaps as a result of an increased awareness of the advantages for youth, parents play an important role in linking their children to the world around them.

Youth participation therefore is a mechanism that enables youth to gain these skills while simultaneously changing their communities. The involvement of today's youth in community development programmes especially in its decision-making and implementation is critical to sustainable youth development in Cross River State and Nigeria in general. Recommendations It is imperative that youths participate actively in all relevant levels of decision-making processes because it affects their lives today and has implications for their futures. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account. There is need to engage youth in recreational activities that enhance social cohesion. This includes development of community-based infrastructure, promoting arts, culture, sport and overall entertainment of youth. This will promote social and national integration of youth. There is need to channel and redirect young people's energies towards positive direction

by creating an environment that will enable them to reclaim their space for creative cultural expression. This will inculcate in youth a sense of belonging, self-worth and self-identity. This can be achieved through active mobilization and engagement of youth on issues affecting their lives.

Business education is programme of study that formulates its apprentices with the ability to utilized needed skills for survival of employability matters. Business Education equips its apprentice to be successful in handling business activities as well as effective coordination of office activities. It equips its students to acquire skills that will enable them successfully their own businesses as well as function intelligently as consumers. Elogbo and Akek (2019) observed that Business Education enhances the work orientation of students and makes the transition from school to the world of work relatively easy. Ezeani (2012) asserted that Business Education is programme of study whose focus is to produce responsible, productive and self-reliant citizens. They further articulated that due to the quality of business education graduates in terms of skills acquisition and creation of jobs, it is the importance of business education in inculcating in the recipients' knowledge, values, attitudes and skills needed in the business world cannot be overemphasized. Again, Business Education could be elucidated to mean that aspect of general education that prepares the beneficiaries for gainful employment and sustainable livelihood. Business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems.

Business education is a branch of vocational education. Business education programme helps learner acquire the four major skills of Business education, such as Entrepreneurial, marketing, management, office management and technology and accounting skills which if acquired, would enhance community development. Business Education is an aspect of vocational education that showcases potential skills. (Ohaka, 2018; Ugwuogo, 2012). According to Dhaka (2011) Business Education entails the process of imparting business skills into its recipients which prepares them for employment opportunities. Similarly, it is maintained that Business Education plays a major role in preparing students to become responsible citizens capable of making astute economic decisions that will benefit their personal and professional lives. Business education provides a solid educational foundation for students who want to successfully complete their business education programme which will enable them to be versatile in the business environment. Olupayimo (2018) defined Business Education as a type of education that is concerned with the acquisition of skills and knowledge for employment and sustainable livelihood. He also defined Business Education as a disciplined which is expected to expose its recipients to diversity of curricular or that type of education that inculcate in its recipient attitudes, knowledge, skills, values that is required in the business World. According to Udo (2015) Business Education is a comprehensive activity-based education that is concerned with the acquisition of practical skills, understanding attitudes, work habit and competencies that are requisite to success in choosing occupation. Azih (2018) defined Business education as an aspect of Technical and Vocational Education that have been known a means of authorizing people to skills that will enhance their ability to utilize the acquired business skills for capacity building and development of the society.

Purpose of the Study

The main purpose of the study was to determine Business education skills acquisition and youths' engagement in community development in Rivers state. Specifically, the study sought to;

1. Determine the extent to which entrepreneurial skill acquisition influence youths' engagement in community development in Rivers state.
2. Determine the extent to which managerial skill acquisition influence youths' engagement in community development in Rivers state.
3. Determine the extent to which Information and Communication Technology acquisition influence youths' engagement in community development in Rivers state.

Research Questions

The following research questions were raised to guide the study.

1. To what extent does entrepreneurial skill acquisition influences youths' engagement in community development in Rivers state?
2. To what extent does managerial skill acquisition influences youths' engagement in community development in Rivers state?
3. To what extent does Information and Communication Technology skill acquisition influences youths' engagement in community development in Rivers state?

Hypothesis

The following null hypotheses were tested at 0.05 level of significance

1. There is no significance influence of entrepreneurial skill acquisition on youths' engagement in community development in Rivers state.
2. There is no significance influence of managerial skill acquisition on youths' engagement in community development in Rivers state.
3. There is no significance influence of Information and Communication Technology skill acquisition on youths' engagement in community development in Rivers state.

Methodology

The study adopted the correlation research design. The rationale for the adoption of correlation research design was because; the study entails to determine the relationship between two variables (Business education skills acquisition and youths' engagement in community development). The population of the study comprised one thousand and two hundred (1,200) youths in Rivers State. The sample size of the study comprised the entire one hundred and eighty-three (183) youths in the Area of the study in Rivers State. A research questionnaire was used for data collection. The questionnaire is labeled "Evaluation of Business education skills acquisition and youths development Questionnaire (EBESAYDQ)". The instrument was validated by three lecturers in the Faculty of Education, Rivers State University, Port

Harcourt. Their comments and informed opinions formed the basis for the modification of the instrument.

To establish the reliability of the instrument, test retest method was employed by the researcher. The instrument was pretested through test retest method by using thirty (20) youths from Osisi-Oma Local Government Area of Abia State. The instrument was administered to the respondents and after the interval of two (2) weeks; the same instrument was re-administered to the same respondents. Data collected was analyzed using Cronbach Alpha test reliability to determine the internal consistency of the items. This resulted to overall reliability coefficient value of 0.78 for the instrument which means that the instrument is reliable and therefore considered appropriate for the study. The instrument was administered by the researcher to the 104 youths in the sampled area. The researcher personally reached the respondents in the sampled areas and administer the instruments to them by hand. The study adopted descriptive statistics such as Mean (X) and standard Deviation to answer research questions and Pearson’s Product Moment Correlation for testing of the hypotheses.

Results

Research Question 1: To what extent does entrepreneurial skill acquisition influence youths’ engagement in community development in Rivers state? N=183

Table 1: Computed Mean and Standard Deviation Scores of entrepreneurial skill acquisition influence youths’ engagement in community development in Rivers State

S/N	Statement (s)	Male (XI) N=152	SDI	Female (X2) N=31	SD2`	Remarks
1.	Entrepreneurship skills influences youth engagement	3.15	0.72	2.91	0.92	
2.	I have knowledge of entrepreneurial skills	3.31	0.62	3.00	0.87	
3.	I engaged on entrepreneurial activities	3.38	0.84	3.38	0.83	
4.	Operation of small scale businesses.	2.27	0.81	3.23	0.54	
5.	Engaging in entrepreneurial skills	3.26	0.85	2.92	0.83	
6.	Entrepreneurial activities enhance community development	3.15	0.86	3.26	0.85	
	Grand Mean	3.20	0.78	3.17	0.81	

Source: Field Data, 2023

The responses of the respondents from table 1 revealed all items with the scores ranging from 2.91 to 3.38, all above the criterion mean value of 2.50 are accepted, showing the acceptance of all

items on entrepreneurial skill acquisition for youths' engagement in community development in Rivers state. The Grand Mean of 3.20 and 3.17 respectively for male and female youths showed their acceptance in all items. The standard deviation of 0.78 and 0.81 for male and female respectively revealed that the respondents indicates that entrepreneurial skill acquisition influence youths' engagement in community development in Rivers state.

Research Question 2: To what extent does managerial skill acquisition influences youths' engagement in community development in Rivers state.

Table 2: Computed Mean and Standard Deviation Scores of Managerial skill acquisition influence youths' engagement in community development in Rivers State

S/N	Statement (s)	Male (X1) N=152	SD1	Female (X2) N=31	SD2`	Remarks
1.	Ability to initiate small scale businesses	3.23	0.70	3.15	0.56	
2.	Ability to start small scale businesses	3.42	0.63	3.15	0.79	
3.	Ability to control small scale businesses	3.29	0.59	3.51	0.60	
4.	Ability to coordinate small scale businesses	3.44	0.64	3.47	0.51	
5.	Ability to organize small scale businesses	3.29	0.65	3.34	0.64	
6.	Ability to compete with other small scale business operators	3.35	0.73	3.58	0.66	
	Grand Mean	3.20	0.78	3.17	0.81	

Source: Field Data, 2023

The responses of the respondents from table 2 revealed all items with the scores ranging from 3.15 to 3.58, all above the criterion mean value of 2.50 are accepted, showing the acceptance of all items on managerial skill acquisition for youths' engagement in community development in Rivers state. The Grand Mean of 3.34 and 3.37, respectively for male and female youths showed their acceptance in all items. The standard deviation of 0.78 and 0.81 for male and female respectively revealed that the respondents indicates that managerial skills acquisition influence youths' engagement in community development in Rivers state.

Research Questions 3: To what extent does Information and Communication Technology skill acquisition influences youths' engagement in community development in Rivers state.

Table 3: Computed Mean and Standard Deviation Scores of ICT skill acquisition influence youths' engagement in community development in Rivers State

S/N	Statement (s)	Male (X1) N=152	SD1	Female (X2) N=31	SD2`	Remarks
1.	Ability to operate computer system	3.27	0.71	3.17	0.97	
2.	Ability to utilize and operate point of sales machines	3.35	0.62	3.40	0.65	
3.	Ability to operate photocopy machine	3.15	0.72	3.38	0.86	
4.	Ability to service and repair phones	2.92	0.78	3.30	0.63	
5.	Ability to operate internet services	3.56	0.62	3.40	0.76	
6.	Ability to type documents	3.27	0.81	3.17	0.82	
	Grand Mean	3.20	0.78	3.17	0.81	

Source: Field Data, 2023

The responses of the respondents from table 1 revealed all items with the scores ranging from 2.92 to 3.56, all above the criterion mean value of 2.50 are accepted, showing the acceptance of all items on ICT skills acquisition for youths' engagement in community development in Rivers state. The Grand Mean of 3.25 and 3.30 respectively for male and female youths showed their acceptance in all items. The standard deviation of 0.78 and 0.81 for male and female respectively revealed that the respondents indicates that ICT skills acquisition influence youths' engagement in community development in Rivers state.

Hypotheses Testing

Hypothesis 1: There is no significance relationship between entrepreneurial skill acquisition and youths' engagement in community development in Rivers state.

Computation of influence of entrepreneurial skill acquisition on youths' engagement in community development in Rivers state

Table 4:	N	\bar{X}	SD	Df.	α	r-cal.	r-crit.	Remarks
Entrepreneurial skill	152	3.20	0.78	181	0.05	0.63	1.96	Rejected
community development	31	3.17	0.81					

Source: Field Survey, (2023)

From Table 4, the r-calculated value of 0.63 is less than the r-critical table value of 1.98 at 0.05 levels of significance and degree of freedom of 181. Thus, the null hypothesis of no significant

relationship between entrepreneurial skill acquisition and youths' engagement in community development in Rivers state is rejected.

Hypothesis 2: There is no significance relationship between managerial skill acquisition and youths' engagement in community development in Rivers state.

Table 5: Computation of influence managerial skill acquisition and youths' engagement in community development

Respondents	N	\bar{X}	SD	α	df	r-cal.	r-crit.	Remarks
Managerial skill	152	3.34	0.66	0.05	181	-0.23	1.96	Rejected
Community Development	31	3.37	0.63					

Source: Field Survey, (2023)

From Table 5, the r-calculated value of -0.23 is less than the r-critical table value of 1.96 at 0.05 levels of significance and degree of freedom of 181. Thus, the null hypothesis of no significant relationship between managerial skill acquisition and youths' engagement in community development was Rejected.

Hypothesis 3: There is no significance relationship between Information and Communication Technology skill acquisition and youths' engagement in community development in Rivers state.

Table Table 6: Computation of influence of Information and Communication Technology skill acquisition on youths' engagement in community development in Rivers state.

Respondents	N	\bar{X}	SD	df.	A	r-cal.	z-crit.	Remarks
ICT Skill	152	3.25	0.71	181	0.05	-0.33	1.96	Rejected
Community development	31	3.30	0.78					

Source: Field Survey, (2023)

From Table 6, the r-calculated value of -0.33 is less than the r-critical table value of 1.96 at 0.05 levels of significance and degree of freedom of 181. Thus, the null hypothesis of no significant relationship between Information and Communication Technology skill acquisition and youths' engagement in community development was Rejected.

Discussion of Findings

The study examined the evaluation of Business education skills acquisition and youths' engagement in community development in Rivers state. The study found that ability to initiate

small scale businesses, ability to start small scale businesses skills, ability to control small scale businesses, ability to coordinate small scale businesses, ability to organize small scale businesses and ability to compete with other small scale Business operators influence youths' engagement in community development. It was revealed that youth's ability to acquire Business education skills acquisition influences youths' engagement in community development in Rivers state. The findings support the assertion of Josiane in Ohaka (2018) that Business education remains one of the engines of economic growth and wheel that propels the development of any given economy. It is recognized for its importance in the area of job creation through the development of small and medium scale businesses, revenue generation, poverty alleviation and wealth creation. The findings is also in consonance with that of Wiklund and Shepherd (2015) that entrepreneurship as a branch of Business education is therefore, a process that involves a willingness to rejuvenate market offerings, innovate risks taking, trying out of new and uncertain products, services, markets and being more proactive than competitors towards exploring new business opportunities. The test of hypothesis revealed that there is no significant relationship between entrepreneurial skill acquisition and youths' engagement in community development in Rivers state is rejected.

Findings of the study indicated that ability to initiate small scale businesses, Ability to start small scale businesses, ability to control small scale businesses, ability to coordinate small scale businesses, ability to organize small scale businesses and ability to compete with other small scale Business operators influence youths' engagement in community development in Rivers state. The findings is in line with opinion of Amadi (2012) who stated that management is a process of bringing together creative and innovative ideas, combining them with organizational skills to combine people, money, and resources to meet an identified need and thereby create wealth. In support of this, Onojeta (2014) also maintained that Business Education prepares recipients with skills that will enable them to contribute significantly to the economic development of a nation. Therefore, the null hypothesis of no significant relationship between managerial skill acquisition and youths' engagement in community development was Rejected.

Findings of the study indicated Ability to operate computer systems, ability to utilize and operate point of sales machines, ability to operate photocopy machines, ability to service and repair phones, ability to operate internet services and ability to type documents. This is in line with assertion of Onokpaunu in Onojeta (2014) who specifically remarked that Business Education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In support this, Onyesome and Okolocha (2013) also stated that office management and technology as an aspect of Business education, is the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment. Therefore, it was stated that the null hypothesis of no significant relationship between Information and Communication Technology skill acquisition and youths' engagement in community development was Rejected.

Conclusion

Based on the findings of this study, it is concluded that Business education (entrepreneurial, managerial and office management and Technology) skills acquisition influences youths' engagement in community development in Rivers state to a higher extent. Youths are hereby encouraged to acquire Business education skills to enable them participate in community development.

Recommendations

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

1. Youths should be encouraged to acquire entrepreneurial skills to enable them engage in community development.
2. Government should provide funds for the training and retraining of youths on how to manage their Businesses to enable them engage in community development.
3. Government should provide funds and equipment and machines as to encourage youth acquisition of Business education skills for easy access to participation in community development.

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