



# **Skills Required Of Business Education Graduates For Effective Job Performance In Modern Offices In Cross River State**

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## **ABSTRACT**

The study focused on the skills required of Business Education graduates for effective job performance in modern offices in Cross River State. Two objectives research questions and their corresponding two hypotheses were formulated by the researcher to guide the study. Descriptive survey research design was adopted for the study. The population of the study was 783 employers of labours in Cross River State. The sample size of the study was 235 employers of labour in Cross River State using simple random sampling technique. The instrument for data collection was a structured questionnaire. The instrument was validated by two experts in Business Education. Data collected were analyzed using descriptive mean statistics and standard deviation. The hypotheses were tested using ANOVA and t-test at 0.05 level of significance. The results showed that Information and Communication Technology (ICT), and communication skills are required of Business Education graduates for effective job performance in modern offices in Cross River State. The implications of these results are that every graduate should develop skills that will enable them to utilize modern office ICTs for effective job performance. The study concluded that since employers of labour require a well-skilled worker for employment, business educators required to equipped students with veritable skills for effective job performance after graduation. It was therefore recommended, among others, that curriculum planners should integrate more ICT practical skills into business education curriculum so that graduates of business education will possess the relevant skills for adequate and satisfactory job performance in the industry and Business Education students should be well trained in communication skills because effective communication improves productivity, teamwork, create good relationship among people working in an organization.

**Keywords:** Skills, Business Education graduates, Job Performance, Modern Offices

## **INTRODUCTION**

The economic and technological growth of a nation rests on prudent investment and management of human resources. The university education system is at the forefront of human resources development. According to Osuala (2004) the natural resources in Nigeria as well as the global economic opportunities that abound cannot be exploited without an educational programme that provides opportunities for all citizens to acquire skills for effective job performance in Cross River State. In order to provide the requisite employability skills, the Federal Government of Nigeria held its first National Curriculum Conference in 1969 to fashion out its educational curriculum contents and objectives to meet its manpower skills requirement for managing the various sectors of the economy including, social, political and technological sectors. (Federal Republic of Nigeria, 2014). The federal government also placed a great premium on vocational and technical education of which business education is a sub-set.

The recognition of Business Education by the education policy makers in the National Policy on Education (NPE) right from the Basic Education level to the University level is just an effort to enhance

graduate employability skills. Babalola (2017) pointed out that the development of employability skills is needed by graduates of tertiary institutions for employment after graduation. This means that the hallmark of university education is to produce graduates (including Business Education graduates) with the knowledge and skills expected by employers of labour for productivity in business offices, industries and public sectors. Osuala (2004) argued that the grooming of the required human capital is a statutory duty of the Nigeria tertiary institutions, through relevant manpower training programs in knowledge, skills, abilities and attitudes.

Business Education is one the vocational course (or subject) offered in the Nigerian education system. According to Umeano quoted in Osuala (2021), Business Education is a programme of instruction which consists of two parts, namely: Office Education: A vocational education programme for office career through initial, refresher and upgrading education leading to employability and advancement in office occupations, General Business Education: A programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world". According to Osuala in Umeano, Business Education, at each of the Nigeria educational levels, should be able to train the necessary manpower at the lower, middle and higher executive levels for employment in industry, businesses, private and public sectors.

Business Education is an educational programme that equips recipients with functional and suitable skills, knowledge, attitudes, and values that would enable them operate in the environment they find themselves. Business Education encompasses the work environments that are wide and varied including: teaching, accounting, secretarial duties, administration, management, leadership, entrepreneurship and responsible citizenship (Njoku, 2016). Business Education is a composite of skills which aims at training people to have the competencies for self-employment or self-reliance in Marketing, Management, Accounting, Office and Secretarial skills (Usoro, 2010). To Usoro, Business Education is career-oriented and aimed at preparing people to have the necessary occupational skills for gainful employment in different sectors of the economy.

Business Education programme are skill-oriented and intend to equip the graduates with employability skills for the labour market. The term skill, according to International Board of Standards for Training and Performance Instruction (IBSTPI, 2019), refers to the ability to effectively and efficiently performs the activities of a given occupation or function to the standards expected by the employer. Skill is knowledge that is translated into practical activity (Osinem and Nwoji, 2020). It can be understood from the above definitions that when one acquire knowledge, one should be able to use that knowledge in producing things or delivering some valuable services for human consumption. IBSTPI (2019) noted that skills that are mostly talked about today as required by business education graduates and expected by employers of labour are Information and Communication Technology (ICT) skills, office technology skills, management function skills, communication skills and accounting information skills.

Konni (2020) defined Information and Communication Technologies (ICT) as the technology that supports activities involving the creation, storage, manipulation and communication of information together with the related methods, management and application. The European Union (EU) in Adewole and Abimbola (2021) noted that Information and Communication Technologies have deeply affected patterns of working, knowledge acquisition, socializing, communicating, collaborating and succeeding in all profession and individual life. Possession of ICT skills is essential for coping with the rapid technological changes in the work place. In order to apply the new opportunities that technologies are opening in modern offices, employees have to develop the right set of ICT skills to make a meaningful use of these technologies when employed in modern offices. According to Nwigbo (2022) indicated that skills in the utilisation of information and communication is becoming a bedrock for job placement in the 21<sup>st</sup> century. Okoye (2019) who noted that for effective utilisation of information and communication technology, a user ought to know how the computer functions. Amoor (2021) who noted that it is required by the modern secretaries to possess skills in the use of word-processing and spreadsheet. Most modern office is technologically equipped which require office workers with computer literacy. Oguejifor and Ikedimma (2021) who reported that ICT skills are the requirements for effective job performance. The result from the table further showed that the respondents agreed that Business graduates require skills to

enable them translate electronic information to other traditional forms, use software programs, assemble file in the proper digital format for printing, operate videoconference facilities, use fax machine use voice mail, use internet, create and maintain data, extract and list all records, calculate using spreadsheet, generate formulated text with subtotals, use electronic mail address with username/password. The above implies that ICT skills should be taught with modern office machines so that business education graduates can be effective in performing their jobs. Thus, Onwuachu (2013) stated that Information and Communication Technology is the integration of system which enables users to create, access, transmit and manipulate information, and this includes information technology.

Communication skills are another important and essential skill which determines the effective job performance of business education graduates in modern offices. According to Rao (2017), communication skills are the abilities to transfer one's thought, ideas and information to another effectively. It is the knowledge and ability required by business education graduates to transfer information from one place to another (Agada, 2018). These skills involve writing, listening, reading, speaking and non-verbal cue. These skills enable business education graduates to convey information so that it is received and understood in business organization for effective job performance. Business Education graduates are expected to be effective in all the Communication skills. This according Eze (2019) is to enable them to function effectively. Amesi (2014) who noted that speaking, listening and writing skills are required of modern office workers for effective job performance. Koontz (2018) opine that communication skills relate to one's ability in the context of speaking, listening, writing and reading. Du-Babcock (2016) also confirmed that communication skills contribute to productive and harmonious relations between employees and customers, and are critical to career success and contribute significantly to organizational success.

Employers of labour in the context of this work are the managers in the private sector as well as chief executives in the public sectors who are ready to engage or employ the services of Business Education graduates in their organisations. These private and public organizations include limited liability companies, public corporations, small and medium scale enterprises, private establishment and government offices. These organizations could be operating in business offices, industry, commerce, government offices and social institutions like schools. The employers' view on the skills required of business education graduates for effective job performance is dependent on certain factors like gender, experience and the location of the business. Skills required of business education graduates for effective job performance in modern offices may vary on account of location. Location refers to rural and urban.

Gender is another factor that could influence the employers' views on the skills required of business education graduates for effective job performance. UNESCO (2018) saw gender as the expectations held about the characteristics, aptitudes and the behaviours of both men and women. Muhammad (2009) opined that gender of employers could influence their capacity to acquire entrepreneurial skills. In this regard gender, just like experience, gender influence views on the skills required of business education graduates for effective job performance. These views, however are theoretical in nature and has not been empirically proven to influence skills required of business education graduates for effective job performance. It is against this background that the researcher seeks to empirically determine the skills required of business education graduates for effective job performance. Rigby (2020) observed that business organizations need skilled graduates for effective and efficient productivity in business offices. The graduates are expected to display satisfactory skills in doing their jobs.

### **Statement of the Problem**

The advances in Information and Communication Technology (ICT) combined with lifestyle trends, points to a future workforce that is more productive and more capable than ever before. Employers of labour are presently on the lookout for future graduates (Business Educators inclusive) who possess relevant employability skills for optimum productivity in business organizations. In the current phase of technological changes in there has been a debate among academics and among employers of labour on the needed business education skills for effective job performance in modern offices in Cross River State. These skills transverse the entire content of Business Education to include skills, ICT skills office technological skills, and communication skills among others to enable them be successful future drivers

of the economy. In business education the situation is the same. The world is going digital. There is need for business education students to acquire the right skills needed to meet up with the demands of modern offices. This can only be achieved when students move with current trends in technological advancement which is reflected in the changing patterns of business education curriculum. Policymakers, researchers and educational stakeholders alike are beginning to recognize that closing these skills gap is essential for preparing the nations' educational sector (especially business education) for employment and effective job performance in modern offices. However current events seem to suggest unsatisfactory state of affairs, as employers visited by the researcher complained of poor performance of job skills, burdening them to arrange retraining programs on the job for the graduates, which is time consuming and costly. It is therefore imperative to ascertain skills required of Business Education graduates for effective job performance in modern offices in Cross River State.

### **Purpose of the Study**

The major purpose of this study was to identify the skills required of Business Education graduates for effective job performance in modern offices in Cross River State. Specifically this study sought to determine:

1. Information and Communication Technology (ICT) skills required of Business Education graduates for effective job performance in modern offices in Cross River State.
2. Communication skills required of Business Education graduates for effective job performance in modern offices in Cross River State.

### **Research Questions**

The study was guided by the following research questions:

1. What are the Information and Communication Technology (ICT) skills required of Business Education graduates for effective job performance in modern offices in Cross River State?
2. What are the Communication skills required of Business Education graduates for effective job performance in modern offices in Cross River State?

### **Hypotheses**

In order to carry out this study, the under-listed hypotheses were formulated and tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant difference in the mean ratings of Male and Female employers on the ICT skills required of Business Education graduates for effective job performance in modern offices.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of employers of labour on the communication skills required of business education graduates for effective job performance in modern offices in Cross River State based on the based on gender

### **RESEARCH METHODS**

The research design that was adopted for this study is the survey design. The study was carried out in Cross River State. Cross River State is a state in the South-South geopolitical zone of Nigeria. The population for the study was 783 employers made up of 135 Managers in private business organizations registered with Corporate Affairs Commission (CAC) and 648 Directors in Government establishments in Cross River State. The study adopted random sampling technique. The sample of this study was 235 drawn from 783 respondents from modern offices in Cross River State. The instrument for data collection for this study was a structured questionnaire titled "Skills Required of Business Education graduates in modern offices Questionnaire (SRBEGMOQ). The questionnaire was constructed by the researcher and it was made up of fifty six (56) items. The instrument was validated by three experts from the Faculty of Education in Ebonyi State University, Abakaliki. The 56 item questionnaire was administered to thirty (30) business managers and Directors in Ebonyi State for pilot test. Data collected from field study were used to compute the reliability index using Cronbach Alpha approach. The overall reliability index of 0.94 was obtained for the instrument which indicated a high internal consistency and is reliable for use for the study. The researcher administered 235 copies of the questionnaire to the respondents with the help of three research assistants who were be briefed by the researcher. The descriptive statistic of mean and standard deviation was used to answer the research questions. Hypothesis one, two, four, and five was

tested using t-test statistic while hypotheses three was tested using ANOVA at .05 level of significance. The results of hypotheses tested with t-test was accepted when the t-calculated value was less than the t. critical value at 0.05 level of significance and was rejected when the t-calculated value is greater than or equal to the t. critical value at 0.05 level of significance. The result of the hypotheses tested with ANOVA was accepted when the p-value was greater than 0.05 alpha value and was rejected when the p-value was less than or equal to 0.05 alpha value.

## RESULTS

**Research Question One:** *What are the ICT skills required of business education graduates for effective job performance in modern offices in Cross River State?*

Data collected to answer the research question is presented in Table 1.

**Table 1: Mean ratings on the ICT skills required of business education graduates for effective job performance in modern offices.**

S/N	Ability to:	N	$\bar{x}$	SD	DEC.
1	Manage the basic functions of a computer	235	3.25	0.59	HR
2	Creating a record in a spreadsheet	235	3.21	0.73	HR
3	Use keyboard with speed and accuracy	235	3.30	0.64	HR
4	Translate electronic information to other traditional forms	235	3.01	0.80	HR
5	Use of software programme	235	3.20	0.80	HR
6	Assemble files in the proper digital format for printing	235	3.02	0.80	HR
7	Operate videoconference facilities	235	3.04	0.72	HR
8	Use of fax machines	235	2.88	0.79	HR
9	Use of voice mail	235	3.08	0.77	HR
10	Use internet	235	3.18	0.78	HR
11	Create and maintain a data	235	3.29	0.64	HR
12	Extract and list all records	235	3.36	0.60	HR
13	calculate using spreadsheet	235	3.30	0.68	HR
14	Generate formulated text with subtotals	235	3.34	0.68	HR
15	Create e-mail address with username/password	235	3.28	0.70	HR
<b>Grand mean</b>			<b>3.18</b>		

The result of data analysis presented in Table1 revealed that all the enlisted ICT skills are highly required of business education graduates for effective job performance in modern offices. This is evidently showed in the mean scores of the items which were above 2.5 the benchmark for requirement. The table had the grand mean of 3.18 which showed that ICT skills are highly required of business education graduates for effective job performance in modern offices.

**Research Question two:** *What are the communications skills required of Business Education graduates for effective job performance in modern offices in Cross River State?*

Data collected to answer the research question is presented in Table 2.

**Table 4: Mean ratings on the communication skills required of Business Education graduates for effective job performance in modern offices**

S/N	Ability to:	N	$\bar{x}$	SD	DEC.
16	Speak the business language	235	3.30	0.63	HR
17	Write legibly	235	3.26	0.72	HR
18	Listen attentively	235	3.27	0.75	HR
19	Write business language	235	3.30	0.68	HR
20	Retain the attention of audience	235	3.31	0.67	HR
21	Write mail able letters	235	3.38	0.65	HR
22	Speak good English fluently	235	3.01	0.89	HR
23	Write minute of meeting	235	2.92	0.86	HR
24	Reply business correspondence	235	3.05	0.78	HR
25	Answer phone call	235	3.00	0.81	HR
26	Read incoming business correspondence	235	3.10	0.80	HR
<b>Grand mean</b>			<b>3.17</b>		

Data presented in table 2 showed the mean rating of the communication skills required of Business Education graduates for effective job performance in modern offices in Cross River State. Based on the data collected, it was indicated that the respondents agreed in all the eleven enlisted items. This is evidently shown in the mean scores of the items which were, 3.30, 3.26, 3.27, 3.30, 3.31, 3.38, 3.01, 2.92, 3.05, 3.00 and 3.10 respectively. The table also had the grand mean rating of 3.17 while the standard deviation ranges from 0.63 - 0.89 showed that the Business Education graduates highly require communication skills for effective job performance in modern offices in Cross River State.

**Hypotheses:**

**H0<sub>1</sub>:** There is no significant difference in the mean ratings of male and female employers on the ICT skills required of business Education Graduates for effective job performance in modern offices.

**Table 3: t-test analysis of male and female responses on the ICT skills required of business education graduates for effective job performance in modern offices.**

S/N	Variable	Gender	N	$\bar{x}$	SD	t-cal value	t-crt.	Df	Remark	Sig.																																																																																																																																																																																																											
1	Manage the basic functions of the computer	Male	135	3.30	0.46	0.01	1.96	233	Accept	Ns																																																																																																																																																																																																											
		Female	100	3.18	0.74						2	Create a record in a spreadsheet	Male	135	3.34	0.62	0.03	1.96	233	Accept	Ns	Female	100	3.05	0.83	3	Use keyboard with speed and accuracy	Male	135	3.30	0.57	0.73	1.96	233	Accept	Ns	Female	100	3.31	0.73	4	Translate electronic information to other traditional form	Male	135	3.14	0.69	0.11	1.96	233	Accept	Ns	Female	100	2.85	0.90	5	Use software programmes	Male	135	3.32	0.67	0.01	1.96	233	Accept	Ns	Female	100	3.04	0.92	6	Assemble file in the proper digital format for printing	Male	135	3.03	0.74	0.03	1.96	233	Accept	Ns	Female	100	3.01	0.87	7	Operate video conference facilities	Male	135	3.07	0.68	0.09	1.96	233	Accept	Ns	Female	100	3.00	0.76	8	Use fax machine	Male	135	2.89	0.80	0.22	1.96	233	accept	Ns	Female	100	2.86	0.79	9	Use voice mail	Male	135	3.17	0.66	0.16	1.96	233	accept	Ns	Female	100	2.96	0.89	10	Use internet	Male	135	3.21	0.73	0.19	1.96	233	accept	Ns	Female	100	3.14	0.85	11	Create and maintain data	Male	135	3.31	0.64	0.72	1.96	233	accept	Ns	Female	100	3.27	0.64	12	Extract and list all records	Male	135	3.38	0.61	0.73	1.96	233	accept	Ns	Female	100	3.34	0.60	13	Calculate using spreadsheet	Male	135	3.38	0.59	0.97	1.96	233	accept	Ns	Female	100	3.19	0.77	14	Generate formulated text with subtotals	Male	135	3.36	0.68	0.70	1.96	233	accept	Ns	Female	100	3.33	0.68	15	Create email address with username/password	Male	135	3.26	0.67	0.28	1.96
2	Create a record in a spreadsheet	Male	135	3.34	0.62	0.03	1.96	233	Accept	Ns																																																																																																																																																																																																											
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		Female	100	3.01	0.87						7	Operate video conference facilities	Male	135	3.07	0.68	0.09	1.96	233	Accept	Ns	Female	100	3.00	0.76	8	Use fax machine	Male	135	2.89	0.80	0.22	1.96	233	accept	Ns	Female	100	2.86	0.79	9	Use voice mail	Male	135	3.17	0.66	0.16	1.96	233	accept	Ns	Female	100	2.96	0.89	10	Use internet	Male	135	3.21	0.73	0.19	1.96	233	accept	Ns	Female	100	3.14	0.85	11	Create and maintain data	Male	135	3.31	0.64	0.72	1.96	233	accept	Ns	Female	100	3.27	0.64	12	Extract and list all records	Male	135	3.38	0.61	0.73	1.96	233	accept	Ns	Female	100	3.34	0.60	13	Calculate using spreadsheet	Male	135	3.38	0.59	0.97	1.96	233	accept	Ns	Female	100	3.19	0.77	14	Generate formulated text with subtotals	Male	135	3.36	0.68	0.70	1.96	233	accept	Ns	Female	100	3.33	0.68	15	Create email address with username/password	Male	135	3.26	0.67	0.28	1.96	233	accept	Ns	Female	100	3.30	0.74																																																																				
7	Operate video conference facilities	Male	135	3.07	0.68	0.09	1.96	233	Accept	Ns																																																																																																																																																																																																											
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		Female	100	3.27	0.64						12	Extract and list all records	Male	135	3.38	0.61	0.73	1.96	233	accept	Ns	Female	100	3.34	0.60	13	Calculate using spreadsheet	Male	135	3.38	0.59	0.97	1.96	233	accept	Ns	Female	100	3.19	0.77	14	Generate formulated text with subtotals	Male	135	3.36	0.68	0.70	1.96	233	accept	Ns	Female	100	3.33	0.68	15	Create email address with username/password	Male	135	3.26	0.67	0.28	1.96	233	accept	Ns	Female	100	3.30	0.74																																																																																																																																															
12	Extract and list all records	Male	135	3.38	0.61	0.73	1.96	233	accept	Ns																																																																																																																																																																																																											
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		Female	100	3.19	0.77						14	Generate formulated text with subtotals	Male	135	3.36	0.68	0.70	1.96	233	accept	Ns	Female	100	3.33	0.68	15	Create email address with username/password	Male	135	3.26	0.67	0.28	1.96	233	accept	Ns	Female	100	3.30	0.74																																																																																																																																																																													
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		Female	100	3.33	0.68						15	Create email address with username/password	Male	135	3.26	0.67	0.28	1.96	233	accept	Ns	Female	100	3.30	0.74																																																																																																																																																																																												
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The result of data analysis presented in Table 6 revealed that there is no significant difference in the mean response of male and female employers on the ICT skills required of business education graduates for

effective job performance in modern offices. This is because all the items presented in this table had t-critical values above the t-calculated values. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference in the mean response of male and female employers on the ICT skills required for effective job performance in modern offices by Business Education Graduates.

**H<sub>04</sub>:** There is no significant difference in the mean ratings of employers of labour on the communication skills required of business education graduates for effective job performance in modern offices in Cross River State based on the based on gender

**Table 4: t-test statistics analysis of mean ratings of employers of labour on the communication skills required of business education graduates for effective job performance in modern offices in Cross River State based on the based on gender**

S/N	Variables	Variables	N	$\bar{x}$	SD	Df	t-cal value	t-crt.	Remark
36	Speak the business language	Male	135	3.34	0.62	233	0.91	1.96	accept
		Female	100	3.26	0.64				
37	Write legibly	Male	135	3.34	0.75	233	0.45	1.96	accept
		Female	100	3.17	0.68				
38	Listen attentively	Male	135	30.38	0.79	233	0.05	1.96	accept
		Female	100	3.13	0.69				
39	Write business language	Male	135	3.42	0.61	233	0.86	1.96	accept
		Female	100	3.13	0.73				
40	Retain the attention of the audience	Male	135	3.45	0.69	233	0.01	1.96	accept
		Female	100	3.13	0.59				
41	Write mail-able letters	Male	135	3.51	0.57	233	0.33	1.96	accept
		Female	100	3.22	0.73				
42	Speak good English fluently	Male	135	2.97	0.93	233	0.31	1.96	accept
		Female	100	3.06	0.83				
43	Write minutes of the meeting	Male	135	2.83	0.93	233	0.01	1.96	accept
		Female	100	3.04	0.75				
44	Reply business correspondence	Male	135	3.02	0.82	233	0.21	1.96	accept
		Female	100	3.08	0.72				
45	Answer phone calls politely	Male	135	2.86	0.90	233	0.01	1.96	accept
		Female	100	3.18	0.62				
46	Read incoming business correspondence	Male	135	3.85	0.50	233	0.0	1.96	accept
		Female	100s	3.28	0.65				

The result of data analysis presented in table nine (4) revealed that there is no significant difference in the mean response of male and female employers of labour on the communication skills required of Business Education graduates for effective job performance in modern offices. This is because the t- critical values obtained from all the items in the table are greater than the t-calculated values. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference in the rating of employers of labour on communication skills required of business education graduates for effective job performance in modern offices.

## DISCUSSION

The result of the finding on Information and Communication Technology Skills Required of Business Education Graduates for Effective Job Performance in Modern Office showed that all the fifteen items on Information and Communication Technology Skills are Required of Business Education Graduates for Effective Job Performance in Modern Offices. The respondents agreed that Business Education graduates require information and communication technology skills for effective job performance. Information and communication technology refers to technologies and tools used in the dissemination of retrieval of information. According to Nwigbo (2022) indicated that skills in the utilisation of information and communication is becoming a bedrock for job placement in the 21<sup>st</sup> century. The result from the study

revealed that the respondents require skills in managing the basic functions of the computer. This result is also in line with Okoye (2019) who noted that for effective utilisation of information and communication technology, a user ought to know how the computer functions. The author further noted that office worker is required to possess skills in the use of computer in the office. The result from the study also revealed that Business Education graduates require skills in the creation of records in a spreadsheet, use keyboard with speed and accuracy. Computer literacy skill is very important in the modern office work. This result is in tandem with Amoor (2021) who noted that it is required by the modern secretaries to possess skills in the use of word-processing and spreadsheet. Most modern office are technologically equipped which require office workers with computer literacy. The result of this study is therefore in accordance with Oguejifor and Ikedimma (2021) who reported that ICT skills are the requirements for effective job performance. The result from the table further showed that the respondents agreed that Business graduates require skills to enable them translate electronic information to other traditional forms, use software programs, assemble file in the proper digital format for printing, operate videoconference facilities, use fax machine use voice mail, use internet, create and maintain data, extract and list all records, calculate using spreadsheet, generate formulated text with subtotals, use electronic mail address with username/password. The above implies that ICT skills should be taught with modern office machines so that business education graduates can be effective in performing their jobs. Thus, Onwuachu (2013) stated that Information and Communication Technology is the integration of system which enables users to create, access, transmit and manipulate information, and this includes information technology. ICT is vital for the smooth running of many tasks and its usage is becoming increasingly prevalent in day-to-day life, as people become progressively dependent on their digital devices. Information and Communication Technology has changed the face of offices and consequently made business environments to wear a new look. This is particularly noticeable in the area of office administration and management.

Table 2 showed the responses on the communication skills required of Business Education Graduates for effective job performance in modern offices. Result from the table indicated that the respondents agreed that Business Education graduates require Communication skills for effective job performance in modern offices, this include the ability to speak the business language. Every organization has its mode of communication. Business Education graduates are expected to be effective in all the Communication skills. This according Eze (2019) is to enable them to function effectively. The result from the study also revealed that Business Education Graduates ought to possess skills in writing legibly, listen attentively, write business language and retain the attention of audience. Effective communication skills are very vital for organizational development. This result is in accordance with Amesi (2014) who noted that speaking, listening and writing skills are required of modern office workers for effective job performance. Result from the Table 2 also indicated that respondents agreed that ability to write mail-able letters, speak good English fluently, write minutes of meeting, reply business correspondence, answer phone call and read incoming business correspondence. These findings were in line with the view of Koontz (2018) who said that communication skills relate to one's ability in the context of speaking, listening, writing and reading. Du-Babcock (2016) also confirmed that communication skills contribute to productive and harmonious relations between employees and customers, and are critical to career success and contribute significantly to organizational success.

## **CONCLUSION**

Business Education is a comprehensive body of knowledge in business that is taught at the educational institutions in Nigeria. Teaching of business education involves the imparting of various business skills in the learners in preparation for the world of work. These skills are what make the completeness of business education graduate. As the employers (managers) want 'well-rounded graduates with a broad range of skills for performance in modern offices. Thus, curricula need to be reviewed to reflect and meet the needs of graduating students and the demands of the business world. The skills identified should be integrated into the office education programmes of institutions of higher learning so as to ensure that the graduates of the programme are able to fit into the world of work. The institutions in conjunction with the government should ensure that the necessary human and material resources are provided for the proper



training of the students to be able to fit into the labour market after graduation.

### RECOMMENDATION

Based on the data collected and analyzed, the following recommendations are made

- 1 Curriculum planners should integrate more ICT skills into business education curriculum so that graduates of business education will possess the relevant skills for adequate and satisfactory performance in the industry.
- 2 Business education students should be well trained in communication skills because effective communication improves productivity, teamwork, create good relationship among people working in an organization.

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