

Digital and Business Skills Necessary to Curb Youth Unemployment in Delta State, Nigeria

Abstract

The research focus on digital and business skills required to curb youth unemployment in Delta State. There was no sampling since the population was manageable. Data were collected through the aid of questionnaire and analyzed using mean and standard deviation. The data collected were analyzed using Cronbach Alpha. The reliability coefficient of the result was $RQ1 = 0.86$ and $RQ2 = 0.91$ given a mean of 0.89 confirming great reliability of data. The business skills required as confirmed by the research are business problems solving ability, business plans development ability, business opportunities recognition ability, ability of people coordination in achieving business objectives, business innovations ability, ability to generate new methods of achieving things, amongst others. While digital skills required as confirmed by the research are E-mail marketing skills, social media marketing skills, search engine marketing skills, amongst others. The null hypothesis was accepted that there is no significant difference between the mean responses of female and male business education lecturers on the digital and entrepreneurial skills to curb youth unemployment at 0.05 level of significance. Since it could curb unemployment, it is hereby recommended that digital and business skills acquisition should be strengthened in all educational establishments. The teaching and acquiring of business and digital skills should boost the educational establishments' curriculum and government policies to motivate greater job opportunities and job creation for youths.

Keywords Business, Digital, Skills, Unemployment, Youth

Introduction

Digital skills are entrenched in some business education courses such as marketing, word processing and accounting. The creating ability, accomplish a task completion successfully using technologies are Digital skills. The abilities shown in online communication tools, utilizing digital devices, and networks achievement are mostly denoted as digital skills. Digital skill involves the digital apparatuses usage, such as smart phones, computers, and software applications to manage information that are valuable. Sufficient skill advancement courses are encompassed in business education that provides the beneficiaries with the required skills to become employable and businesses owners. According to Ijov (2021) entrepreneurship is the capacity of group of individuals to discover opportunities of business for societal benefit. Also great scholars Boudreaux, Nikolaev and Klein (2019) stated that entrepreneurs are the main persons to identify new resources and evaluate their economic value potential. Entrepreneurs are effective in actualizing economic opportunities and employment prospects expansion to the youth. Digital skills acquisition by youths is alternative means of employment securing. Ordu and Abdulkarim (2020) opined that recipient programme of business education is to gain skills in marketing, accounting, entrepreneurship, management and office technology if guided appropriately. Digital skill training is taught in business education to prepare the graduates for digitalization and globalization. Therefore, Business Education is a potential instrument for entrepreneurial and digital skill acquisition which can be effectively employed to stem the tide of youth unemployment in Nigeria. Nwachukwu (2015) highlighted that an entrepreneur is regarded as a visionary and striving risk-taker who delight in making things

materialize. He considers entrepreneurs having the ability in risks taking for profit maximization. Students of Business Education will be unable to assume the responsibility and the risk that is involved in setting up a business without necessary business education-based competency skills. These skills are human relationship skills which help in the interaction among people in an environment of conflicts or co-operative behaviours. The scholars Shageeva, Gorodetskaya, Kraisman and Ivanov (2022) asserted that individual skills are to be advanced in the course of the educational development. These skills are necessary in solving problems in human resource management, conflict resolution and information processing among others. Human relation skills or inter-personal skills focus attention mostly on human interaction in the work environment with the hope of understanding fellow workers and clients; relating and dealing harmoniously with them and adapting to environments or situations as they come so as to expedite the achievement of the goals of individual employees and the organization. According to Ezeanwu (2020), technical skills, company management skills, and personal skills are all part of the marketing abilities that entrepreneurs must have in order to make their products available and cheap to buyers. Students undergoing programmes in business education must acquaint themselves with these skills development of business self-sufficiency and to curb youth unemployment in our society.

Purpose of the Study

- 1) To identify the business skills necessary to curb youth unemployment
- 2) To identify the digital skills necessary to curb youth unemployment

Research Questions

- i) What are the business skills necessary to curb youth unemployment?
- ii) What are the digital skills necessary to curb youth unemployment?

Hypotheses Testing

Hypotheses that was formulated and tested at 0.05 level of significance were:

Ho₁: There is no significant difference between the mean responses of female and male business education lecturers on the business skills to curb youth unemployment.

Ho₂: There is no significant difference between the mean responses of female and male business education lecturers on the digital skills required to curb youth unemployment.

Methodology

Research Design

This study used descriptive survey design, to scrutinize the digital and business skills necessary to curb youth unemployment in Delta state.

Population of the Study

The target population for this research was made of business education lecturers in Delta state public tertiary institutions. The population distribution for Public Tertiary institutions in Delta State are: Delta State University, Abraka (21), College of Education, Mosogar (15), College of Education Warri (20), University of Delta, Agbor (15) and Federal College of Education (T), Asaba (50) amounting to 121 respondents. But only 115 (95.04%) was retrieved and utilized for the research.

Sample and Sampling Technique

The entire population was used for the study, since the population is manageable. Hence sampling was avoided.

Research Instrument

The instrument applied in this research was a questionnaire labelled:

“Digital and Business skills necessary to curb youth unemployment in Delta State, Nigeria Questionnaire” The instrument composed of two Parts. Part A consisted of the socio-economic characteristics of respondents. Part B comprised two sections designed to find out the views lecturers on business and digital skills required to curb youth unemployment. Respondents was free to agree or disagree with all of the statements on a continuum ranging scale of Strongly Agree(4 points), Agree(3 points), Disagree(2 points) and Strongly Disagree (1 points).

Validity of Research Instrument

To discover the face and content validity of the instrument questionnaire constructed was given to three experts in Business Administration Department and three experts in Department of Political Science in the faculty of Management and Social Science respectively, at the Delta State University Abraka who made appropriate corrections and approval before the final questionnaire was produced.

Reliability of Instrument

To ensure the internal consistency of the reliability of the instruments, 31 copies of the questionnaire was administered to 31 business education lecturers in Niger Delta University Amasoma (9) and Isaac Boro College of Education Sagbama (22) in Bayelsa State. The data collected was analyzed using Cronbach Alpha. The reliability coefficient of the result were $RQ1 = 0.86$ and $RQ2 = 0.91$ given a mean of 0.89

Method of Data Collection

The 121 questionnaires administered to business education lecturers in Delta state public tertiary institutions but only 115 (95.04%) was retrieved and utilized for the research.

Method of Data Analysis

The questionnaire item was weighted as follows, Strongly Agree 4 points, Agree 3 points, Disagree 2 points, Strongly Disagree 1 point. In research questions answering, the decision rule, any mean score of 2.5 and above was regarded as agree, while any mean score less than 2.5 was regarded as disagree. The mean was employed in answering the two research questions. For the null hypotheses, t-test was employed in analyzing the two null hypotheses formulated at 0.05 level of significance.

RESULTS AND DISCUSSION

Mean Score of Business Skills Necessary to Curb Youth Unemployment

The business skills mean score parameters of business problems solving ability of $(X) = 3.33$ and $(SD) = 0.82$ ranked 3rd, business plans development ability of $(X) = 3.28$ and $(SD) = 0.79$ ranked 4th, business opportunities recognition ability of $(X) = 3.05$ and $(SD) = 0.71$ ranked 7th, ability of people coordination in achieving business objectives of $(X) = 3.11$ and $(SD) = 0.80$ ranked 6th, business innovations ability of $(X) = 3.27$ and $(SD) = 0.81$, ranked 5th ability to generate new methods of achieving things of $(X) = 3.49$ and $(SD) = 0.82$ ranked 2nd, ability to develop innovative business ideas of $(X) = 2.84$ and $(SD) = 0.87$ ranked 8th, risks taking ability of $(X) = 2.79$ and $(SD) = 0.86$ ranked 9th, ability to SWOT analysis adoption in business of $(X) = 2.65$ and $(SD) = 0.73$ ranked 10th and self-confidence in business of $(X) = 2.65$ and $(SD) = 0.73$ ranked 1st as shown in Table 1 clearly indicates agreement that the aforementioned items were the business skills necessary to curb youth unemployment in the state. This was also confirmed by the weighted average mean of $(X) = 3.13$ and standard deviation $(SD) = 0.80$ showing

agreement. These are in agreement with the scholar Rowe (2021) who revealed that effective social skills attained through entrepreneurship education can create employment. He further asserted that effective interpersonal proficiency skill is necessary for management development and competitive advantage sustainability for organizational improvement and performance. Also Ademiluyi (2017) specified that “entrepreneurship education aids students to attain the necessary marketing skills they require to function effectively in the global of work”. Other scholars Emaziye and Okoro (2023) asserted that business skill such as advertising, promotion and marketing skills promoted students self-sufficiency after graduation.

Table 1: Mean score of business skills required to curb youth unemployment.

S/N	Parameters	(X)	(SD)	Decision	Rank
1	Do you have business problems solving ability?	3.33	0.82	Agreed	3 rd
2	Do you have business plans development ability?	3.28	0.79	Agreed	4 th
3	Do you have business opportunities recognition ability?	3.05	0.71	Agreed	7 th
4	Do you have the ability of people coordination in achieving business objectives?	3.11	0.80	Agreed	6 th
5	Do you have business innovations ability?	3.27	0.81	Agreed	5 th
6	Do you have the ability to generate new methods of achieving things?	3.49	0.82	Agreed	2 nd
7	Do you have the ability to develop innovative business ideas?	2.84	0.87	Agreed	8 th
8	Do you have risks taking ability?	2.79	0.86	Agreed	9 th
9	Do you have the ability SWOT analysis adoption in business?	2.65	0.73	Agreed	10 th
10	Do you have Self-confidence in business?	3.53	0.77	Agreed	1 st
	Weighted Average Mean	3.13	0.80	Agreed	

Source: Author field data; (SD) = standard deviation; (X) = Mean

Mean score of digital skills required to curb youth unemployment

The parameters in Table 2 indicated that digital skills such as E-mail marketing skills of (X) = 3.21 and (SD) = 0.91 ranked 1st, social media marketing skills of (X) = 3.04 and (SD) = 0.85 ranked 7th, search engine marketing skills of (X) = 3.20 and (SD) = 0.76 ranked 2nd, content marketing skills of (X) = 3.09 and (SD) = 0.73 ranked 6th, pay-per-click marketing skills of (X) = 3.17 and (SD) = 0.82 ranked 4th, video creation marketing skills of (X) = 3.19 and (SD) = 0.84 ranked 3rd, data base marketing skills of (X) = 2.84 and (SD) = 0.86 ranked 11th, spreadsheet computing skill of (X) = 2.88 and (SD) = 0.81 ranked 10th, ability of using accounting software packages of (X) = 3.12 and (SD) = 0.70 ranked 5th, data computing skills of (X) = 3.01 and (SD) = 0.86 ranked 8th, artificial intelligence skill of (X) = 2.59 and (SD) = 0.74 ranked 15th, electronic data interchange skill of (X) = 2.77 and (SD) = 0.81 ranked 13th, big data technology skill of (X) = 2.89 and (SD) = 0.79 ranked 9th, ability in using block chain technology of (X) = 2.82 and (SD) = 0.82 ranked 12th, and robotic application skill of (X) = 2.73 and (SD) = 0.79 ranked 14th were the requirement to curb youth unemployment as all the mean were above 2.5 indicating

agreement. This was further confirmed by the weighted average mean of 2.79 greater than 2.5 signifying agreement that youth unemployment can be curbed with aforementioned parameters. This is in line with the finding of Okoro (2024) who stated that social media technology enhances students' research and employment. Also Digital Marketing Institute (2024) showed that digital marketing skills, which includes social media marketing, digital analytics, search engine marketing, mobile, strategic planning marketing, email and content marketing, social selling marketing amongst others give students the privilege to find employment after graduation. This collaborated with the view of Aina (2018) that beneficiaries of programmes of business education are anticipated to acquire numerous business skills that are adequate for self-employment and self-employment self-reliance.

Table 2: Mean score of digital skills required to curb youth unemployment.

S/N	Parameters	(X)	(SD)	Decision	Rank
1	Do you have E-mail marketing skills?	3.21	0.91	Agreed	1 st
2	Do you have social media marketing Skills?	3.04	0.85	Agreed	7 th
3	Do you have search engine marketing skills?	3.20	0.76	Agreed	2 nd
4	Do you have content marketing skills?	3.09	0.73	Agreed	6 th
5	Do you have pay-per-click marketing skills?	3.17	0.82	Agreed	4 th
6	Do you have video creation marketing skills?	3.19	0.84	Agreed	3 rd
7	Do you have data base marketing skills?	2.84	0.86	Agreed	11 th
8	Do you have spreadsheet computing Skill?	2.88	0.81	Agreed	10 th
9	Do you have the ability of using accounting software packages?	3.12	0.70	Agreed	5 th
10	Do you have data computing skills?	3.01	0.86	Agreed	8 th
11	Do you key into artificial intelligence skill?	2.59	0.74	Agreed	15 th
12	Do you have electronic data interchange skill?	2.77	0.81	Agreed	13 th
13	Do you have big data technology skill?	2.89	0.79	Agreed	9 th
14	Do you have the ability in using block chain technology?	2.82	0.82	Agreed	12 th
15	Do you have robotic application skill?	2.73	0.78	Agreed	14 th
	Weighted Average Mean	2.79	0.70	Agreed	

Source: Author field data; (SD) = standard deviation; (X) = Mean

Hypotheses Testing

H₀₁: There is no significant difference between the mean response of female and male business education lecturers on the entrepreneurial skills to curb youth unemployment.

The result in Table 3 displays that the t-critical table value of 1.96 at 0.05 level of significance is greater than the t-calculated value of 0.49. Therefore, the null hypothesis was accepted that there is no significant difference between the mean response of female and male business education lecturers on the entrepreneurial skills to curb youth unemployment. This collaborates the work of

Emaziye and Okoro (2023) who stated that there was no significance difference between the mean responses of female and male students on promotion skill.

Table 3: There is no significant difference between the mean ratings of female and male business educators on the entrepreneurial skills to curb youth unemployment.

Gender	N	(X)	Std	Df	t-cal	t-crit	Decision
Male	51	2.66	0.76	113	0.49	1.96	NS
Female	64	2.58	0.71				

Note: NS = Not significant, S = significant, $p = 0.05$

H₀₂: There is no significant difference between the mean responses of female and male business education lecturers on the digital skills required to curb youth unemployment.

The result in Table 4 reveals that the t-critical table value of 1.96 at 0.05 level of significance is greater than calculated value of 0.52 hence the null hypothesis was accepted that there was no significant difference between the mean responses of female and male business education lecturers on the digital skills required to curb youth unemployment. This also collaborates the work of Emaziye and Okoro (2023) who stated that there was no significance difference between the mean responses of female and male students on forecasting skills possessed by business education students.

Table 4: There is no significant difference between the mean responses of female and male business education lecturers on the digital skills required to curb youth unemployment.

Gender	N	(X)	Std	Df	t-cal	t-crit	Decision
Male	51	2.66	0.85	113	0.52	1.96	NS
Female	64	2.58	0.77				

Note: NS = Not significant, S = significant, $p = 0.05$

Conclusion and Recommendations

The target population for this research was made of business education lecturers in public tertiary institutions, Delta state. Sampling was avoided since the population was manageable. Data were collected through the aid of questionnaire and analyzed employing mean and standard deviation. Business skills necessary to curb youth unemployment in Delta State as confirmed by the research are business problems solving ability, business plans development ability, business opportunities recognition ability, ability of people coordination in achieving business objectives, business innovations ability, ability to generate new methods of achieving things, ability to develop innovative business ideas, risks taking ability, ability to SWOT analysis adoption in business and self-confidence in business. While digital skills required to curb youth unemployment in Delta State as confirmed by the research are E-mail marketing skills, social media marketing skills, search engine marketing skills, content marketing skills, pay-per-click

marketing skill, video creation marketing skills, data base marketing skills, spreadsheet computing skill, ability of using accounting software packages, data computing skills, artificial intelligence skill, electronic data interchange skill, big data technology skill, ability in using block chain technology and robotic application skills. The null hypothesis was accepted that there is no significant difference between the mean response of female and male business education lecturers on the digital and business skills to curb youth unemployment at 0.05 level of significance. Since digital and entrepreneurial skills could curb unemployment it is hereby recommended that business and digital skills acquisition should be strengthened in all educational institutions. The teaching and acquiring of entrepreneurial and digital skills should be boosted in the educational institutions curriculum and government policies to motivate greater job opportunities for youths.

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