APPRAISAL OF ANALYTICAL THINKING AND PRESENTATION SKILLS ACQUIRED FOR JOB CREATION BY GRADUATING BUSINESS EDUCATION STUDENTS OF TERTIARY INSTITUTIONS IN SOUTH EAST NIGERIA

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Abstract
This study determined an appraisal of acquisition of analytical thinking and presentation skills for job creation by graduating business education students in South-East Nigeria. Two research questions guided the study while four null hypotheses were tested at 0.05 alpha level. Descriptive survey research design was employed. The population consisted 1,064 graduating business education students from all public universities and colleges of education in the area. A total of 500 of these group of students were sampled using the proportionate stratified sampling technique. Instrument for data collection was a structured questionnaire titled "Acquired Job Creation Skills Questionnaire (AJCSQ)" which has two clusters on a five-point scale. The instrument was validated by three experts. The reliability co-efficient was 0.74 and 0.88 were obtained using Cronbach alpha method. Out of 500 questionnaires distributed, 461 copies were retrieved which represented 92.5 percent retrieval. The data collected were analyzed using mean and standard deviation in answering the research questions and to check the respondent responses to the mean. ţ-test was used for testing the null hypotheses at 0.05 level of significance. Findings revealed that graduating business education students of tertiary institutions in South-East Nigeria moderately acquired analytical thinking skills for job creation and little acquired presentation skills for job creation. There was no significant difference in the acquisition of analytical thinking skills whereas there was significant difference on presentation skills as a result of gender and institution type. Based on the findings, it was concluded that Business Education programme is a veritable tool for preparing students to acquire relevant skills and should be enhanced in order to adequately prepare students for job creation on graduation. It was therefore recommended that lecturers should adopt suitable instructional strategies to enhance students' acquisition of the vital job creation skills while curriculum developers should integrate relevant skills to the programmes and stipulate resources that will ensure their adequate inculcation in students to enable them create jobs on graduation and reduce the level of unemployment in society.
Keywords. Analytical thinking skill, presentation skill, job creation, graduating business education students.

Introduction

Business education is being offered in many universities, colleges of education and polytechnics under office technology and management in Nigeria. It is a programme of study offered to learners in order to prepare them as producers and wise consumers of business products Ugwuoke, (2011). This is why Ugwuoke (2011) posited that business education is a major component of Vocational Technical Education programme that prepares individuals for careers in business and also to be intelligent consumers of economic goods and services. Business education is a vocational discipline that develops skills in recipients to enable them

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contribute significantly to the economic development of a nation. In order words, business education enables students to acquire office, business and job creation skills for effective performance in the world of work. Consequently, graduates of the programme are expected to possess both intellectual abilities and vocational skills which will help them to earn a living in the contemporary and ever-changing business environment by succeeding in paid-employment, self-employment or job creation. According to Oboreh and Nnebe (2019), where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labour thereby creating jobs for themselves. This will reduce or eradicate the rate of unemployment and move Nigeria from a consumer to a producer nation (Okah and Odelola, 2009).

In the midst of unemployment and its corresponding vices such as kidnapping, child trafficking, terrorism among others that affect the promising youths and graduates in the society, Business education as a highly skilled programme is necessary to correct the societal malady. This cankerworm called unemployment has remained one of the fundamental challenges threatening the economic development and stability of Nigeria. This makes the situation in Nigeria so gloomy with seven out of ten graduates being either unemployed, underemployed or simply unemployable, (Ayoola, 2008).

In order to ensure that graduates of business education programme are adequately engaged upon graduation for functionality and sustenance, it is important that they equip themselves with job creation skills. According to Ritter, Stevenson and Brown (2020), job creation is the process of creating new jobs, especiallyprovidingwork for people who are unemployed.It is the process by which the number of jobs in an economy increases. Edgmand, Moowaw and Olson (1996) revealed that job creation could come in the form of policy suggestions to reduce structural unemployment which includes providing government training programmes to the structurally unemployed, paying subsidies to firms that provide training to displaced workers, helping the structurally unemployed to relocate to areas where jobs exist and inducing prospective workers to continue or resume their education. Job creation skills are also the embodiment of all kinds of skills which an individual is expected to acquire to become functional and self-reliant in the society (Umunadi, 2014). The International Labour Organisation (ILO, 2014), opined that job creation skills refer to the various abilities that facilitate the creation of more and better-quality jobs in order to boost economic growth, reduce unemployment, poverty and increase social cohesion. Shafie and Nayan (2010) and Nwagwu (2016) outlined skills sets for job creation to includeinterpersonal skills, communication skills, financial management skills, human resource management skills and social and emotional intelligence skills. Others are digital literacy skills, analytical thinking skills, career management skills and presentation skills among others. This study focused on analytical thinking and presentation skills as they appear to be very important and cover the others.

Analytical thinking skills are the ability to collect, gather, visualize and analyze information in details. They include the ability to see a problem or situation from different points of view. Analytical thinking skills allow one to solve complex problems by making decisions in the most effective way. Analytical thinking skills encompasses a very broad range of skills, qualities and attitudes. It includes the following: paying attention to detail, ability to think critically, ability to make decision, and researching skills in order to analyze a question or problem and reach a solution (Kaila, 2017). Analytical thinking skills, while practical in nature, mostly involve one's ability to perceive, organize, and assimilate information (Shannon, 2017). On the other hand, Bakshov (2014) highlighted stages of analytical thinking skills to include:

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a. Description of the problem: This stage involves presenting and reasoning what kind of problem the problem is.
b. Finding the solutions: This involves putting forward the tools, techniques and methods to be used to solve the problem.
c. Application: This stage involves selecting the methods or tools to be used in implementing the course of action.
d. Production of the answer to the problem (solution): This involves evaluating the results obtained from the first three steps and finding the answer/feedback as to the success of the outcome of the chosen solution.

However, Imeokparia and Edoagbonya (2012) noted that the level of thinking skills of the graduates was not as high as their personal quality skill while Agboeze, Onu and Ugwoke (2013) specifically affirmed that the ability to analyze, evaluate and challenge assumptions, information and opposing point of view are essential critical thinking skills required by students. The modern world requires that people become deeper and better thinkers in order to respond to and help shape today's information-rich globe given that all teachers want their students to be high quality thinkers. Acquisition of analytical thinking skills will enable graduating business education students achieve academic success, stand out during employment interviews and succeed in paid or self-employment and job creation upon graduation.

Another important skill set for job creation is Presentation skill. It is among the most important skills students must acquire when they start life after graduation. the skill of PowerPoint under presentation skill has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development. According to Lari, 2014, PowerPoint gives the user the opportunity to incorporate visual and auditory aspects to a presentation. It permits variety of manipulations by editing or text modification, removal of existing slides and addition of new slides to make lesson more organized and flexible. Appropriate use of PowerPoint can enhance the teaching and learning experience for both staff and students. It provides encouragement and support to staff by facilitating the structuring of a presentation in a professional manner. Graduates of business education can boldly engage in self-employment and job creation as they will be well equipped and have won the battle of stage fright. Clayton (2017) affirmed that acquisition of presentation skills enable students to enter into debates, sustained reasoning and presentations to make classroom discussions more interactive. Girard and Trapp (2011) outlined the potential benefits of students' oral presentations to include greater class interaction and participation, increased interest in learning new perspectives not covered, improvement in communication and presentation skills development. All these equip the students to boldly engage in self-employment and job creation on graduation as they have won the battle of stage fright.

Ozaslan and Maden (2013) concluded in their study that students learned better if the course material was presented through some visual tools. They, also, reported that teachers believed that PowerPoint presentations made the content more appealing; therefore, they helped them to take students' attention. The results of Corbeil's study (2007) showed that students exposed to power-point presentations preferred them over the textbook presentations; she believed that the students were learning better when their attention was captured via highlighting, colour, different fonts, and visual effects. PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning. According to Karen (2017), potential benefits of using presentation graphics include engaging multiple learning styles, increasing visual impact, improving audience focus, providing annotations and highlights, analyzing and synthesizing complexities, enriching curriculum with

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interdisciplinarity, increasing spontaneity and interactivity. Contextually, presentation skill is the set of abilities that enable an individual to interact with audience, transmit the messages with clarity, interprete and understand the mindsets of the listeners and hence, result in effective communication. Acquisition of this skill will enable graduating business education students to participate fully in their learning and demonstrate their ability to communicate competently to achieve success in their career, enhance job creation and reduce unemployment in the society.

Due to the teeming population of youths in the country, it is evident that government alone does not have the capabilities to create jobs optimally. It is therefore, imperative that students, especially students of business education programmes should adequately acquire the theoretical and practical job creation skills, knowledge and attitudes to enable them create jobs for themselves and others after graduation. This makes job creation a collective responsibility of the government and the different individuals which will increase employment opportunities and reduce vices such as kidnapping, terrorism, prostitution, and insecurity among others in the society.

The subjects to be used in this study include male and female graduating business education students from different tertiary institutions in South East, Nigeria. Gender refers to the roles of men and women that are socially or culturally-based. Okeke (2007) explained that gender is socially or culturally constructed characteristics, qualities, behaviours and roles which different societies ascribe to females and males. The author further explained that gender relates to the difference in sex and how it affects people's dispositions and perception toward academic and other activities. It is possible that gender could influence the level of job creation skills acquired by graduating business education students. For instance, Shafie and Nayan (2010) explained that male and female business education students did not have influence on their level of acquisition of job creation skills. On the contrary, Jackson (2013) stated that gender was a factor that affected the extent of acquisition of employability skills by business students. This inconclusive argument calls for further investigation on whether gender has influence on the students' level of acquired job creation skills as covered in this study.

Accordingly, institutions type in this study refers to universities and colleges of education. Niemela (2016) posited that institutions differ in their responsibilities to provide business education students with opportunities for work experience to enable them gain competitive advantage in employment upon graduation. However, Okoye (2018) reported that the type of institution did not influence the level of job creation skills acquired by graduating business education students. Therefore, investigating into the influence of institution in the students' level of acquired job creation skills will help institution managers address the issues more suitably.

Statement of the Problem

It is a known fact that practical skills acquisition requires relevant equipment and suitable teaching methods. Currently, industries/employers are demanding skilled labour force in view of the increasing and emerging technological practices. The reason so many students of the programme do not seem to get engaged by creating their own jobs or and securing paid employment upon graduation could be attributed to lack of essential skills and competencies needed for sustainability and functionality in the society. These skills create a gap in the body of knowledge and which needs to be filled so that as business education students' graduate, they could stand on their own either in creating job for themselves and others or securing paid employment in order to compete with the few existing job vacancies that come up from time to time. As a result, students must be trained and developed to acquire new but improved life-long

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skills and knowledge such as analytical thinking and presentation skills among others. Therefore, it is essential to address this problem in order to reduce the high rate of graduate unemployment in the country. A major step towards addressing this problem objectively could be to give students opportunity to appraise themselves on their acquisition of different job creation sub skills to help them discover their weaknesses and address them before they graduate. This makes it imperative to conduct this study on acquired analytical thinking and presentation skills by graduating business education students for job creation of tertiary institutions in South East Nigeria to provide empirical evidence for necessary actions by relevant stakeholders.

Purpose of the Study

The purpose of this study was to ascertain the appraisal of graduating business education students of tertiary institutions in South East Nigeria on their acquired job creation skills. Specifically, the study seeks to ascertain the appraisal of acquired:

1. Analytical thinking skills for job creation.
2. Presentation skills for job creation.

Research Questions

1. What is the appraisal of graduating business education students of tertiary institutions in South-East Nigeria regarding their acquired analytical thinking skills for job creation?
2. What is the appraisal of graduating business education students of tertiary institutions in South-East Nigeria regarding their acquired presentation skills for job creation?

Hypotheses

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

1. Respondents from universities and colleges of education do not differ significantly in their mean ratings on acquired analytical thinking skills for job creation.
2. Male and female graduating business education students do not significantly differ in their mean ratings on their acquired analytical thinking skills for job creation.
3. Respondents from universities and colleges of education do not differ significantly in their mean ratings on acquired presentation skills for job creation.
4. Male and female graduating business education students do not significantly differ in their mean ratings on their acquired presentation skills for job creation.

Methods

The study adopted descriptive survey research design. Descriptive survey is considered appropriate for this study since data were collected from the subjects using a questionnaire to appraise the level of their acquired job creation skills. The study was conducted in South-East, Nigeria with a population of all 1,064 graduating Business Education students from all 14 public tertiary institutions (seven universities and seven colleges of education covering Abia, Anambra, Ebonyi, Enugu and Imo State in the area. A sample size of 500 drawn using the proportionate stratified random sampling technique was studied. Instrument used for data collection was structured questionnaire developed by the researcher based on insight gained from reviewed literature and the specific purposes of the study and titled "Acquired Job Creations Skills Questionnaire (AJCSQ)". The instrument has two main sections of A and B. Section A contained two items on the respondent's bio data while Section B was split two clusters of B1 and B2 in line with the research questions on a five-point scale of Very Much Acquired (VMA), Much Acquired (MA1), Moderately Acquired (MA2), Little Acquired (LA) and Very Little

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Acquired (VLA). The instrument was face validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka; two in Business Education and one in Educational Measurement and Evaluation. In order to establish the reliability of the instrument, a trial testing was carried out by administering it to 40 final year students from Delta State University, Abraka and Federal College of Education (Technical) Asaba which are outside the study area using Cronbach alpha to obtain reliability co-efficient values of 0.79, 0.89, for the clusters B1 and B2 and overall reliability co-efficient value of 0.82. These high reliability coefficient values indicate that the instrument was reliable for the study in line with Nworgu (2015) who recommended that research instrument with reliability co-efficient value of 0.70 and above is reliable. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents means. Decision was based on the cluster mean for in relation to the real limits of numbers on a Five-point scale. A null hypothesis were tested at 0.05 level of significance using t-test. A null hypothesis was not rejected where the p-value was equal to or greater that the alpha level ($p \geq 0.05$) but was rejected where the p-value was less than the alpha level ($p < 0.05$). Statistical Package for Social Sciences (SPSS) Version 23 was used for the analysis.

Results

***Research Question 1*:** What is the rating of graduating business education students of tertiary institutions in South-East Nigeria regarding their acquired analytical thinking skills for job creation?

Table 1. Respondents' Mean ratings on acquired analytical thinking skills for job creation

S/N	**Analytical skills (**Ability to)	X	SD	Remarks
1	Gather, visualize and analyze information in details.	3.30	0.83	MA
2	Solve complex problems by making suitable decisions	3.19	0.85	MA
3	Handle events in an integrated manner	3.21	0.81	MA
4	Follow instructions properly in order to avoid mistakes	3.69	0.69	McA
5	Evaluate situations with an independent mind	3.41	0.77	MA
6	Apply logical thinking to break complex problems into component parts	3.43	0.74	MA
7	Use computer and networks to analyze data.	2.68	0.52	MA
8	Relate concepts and reasons	3.37	0.57	MA
9	Summarize information in a concept	3.07	0.64	MA
10	Process ideas through theory, quantitative and technological knowledge	2.52	0.65	MA
	Cluster Mean	**3.19**		MA

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Note. McA = much acquired MA = moderately acquired

Table 1 shows that one of the analytical thinking skills have mean score of 3.69 which indicates that it was much acquired by the subjects. The remaining nine with mean scores ranging between 2.52 and 3.43 were very moderately acquired. Therefore, Cluster mean score of 3.19 shows that the Graduating Business Education Students moderately acquired analytical thinking skills for job creation. Therefore, standard deviation for all the items are within the same range showing that the respondents were not wide apart in their mean ratings.

***Research Question 2*:** What is the rating of graduating business education students of tertiary institutions in South-East Nigeria regarding their acquired presentation skills for job creation?

Table 2. Respondents' Mean ratings on acquired presentation skills for job creation

S/N	**Presentation skills** (Ability to)	X	SD	Remarks
1	Incorporate visual and auditory aspects to a presentation	2.42	0.78	LA
2	Relate information accurately to an audience	3.50	0.69	McA
3	Deliver a public speech	2.54	0.67	MA
4	Listen to target audience comments/observation after presentation	3.59	0.96	McA
5	Communicate effectively during presentations	1.87	1.29	LA
6	Design effective product promotion fliers	1.93	0.85	LA
7	Use emails to promote product	1.55	0.63	LA
8	Proof read and correct errors in a presentation	2.53	0.74	MA
9	Use appropriate font sizes and types to make presentation clear	2.65	0.64	MA
10	Use appropriate animation to improve presentation	1.91	0.68	LA
	Cluster Mean	**2.45**		**LA**

Note. McA = much acquired, MA = moderately acquired, LA = little acquired

Table 2 shows that two of the presentation skills have mean scores ranging between 3.50 and 3.59 which indicates that they were much acquired by the subjects. The remaining eight with mean scores ranging between 1.55 and 2.65 were little or moderately acquired. Therefore, Cluster mean score of 2.45 shows that the Graduating Business Education Students acquired little presentation skills for job creation. Therefore, standard deviation for all the items are within the same range showing that the respondents were not wide apart in their mean ratings.

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***Hypothesis 1*:** Respondents from universities and colleges of education do not differ significantly in their mean ratings of their acquired analytical thinking skills for job creation.

Table 3: The t-Test analysis of mean ratings of respondents from universities and colleges of education on their acquired analytical thinking skills for job creation

Variables	N	$\overline{X}$	SD	Df	sig.	Remark
University	160	34.21	3.37	459	0.896	Not Significant
College	301	34.17	3.36			

Table 10 shows that at 459 degrees of freedom, the p- value of 0.896 is greater than the α-level of 0.05 (0.000 < 0.05, df = 459). This means that graduating business education students from universities and colleges of education do not differ significantly in their mean ratings on acquired analytical thinking skills for job creation. Therefore, the null hypothesis was accepted.

***Hypothesis 2*:** Male and female graduating business education students do not significantly differ in their mean ratings on their acquired analytical thinking skills for job creation.

Table 4. The t-Test analysis of male and female respondents mean ratings on their acquired analytical thinking skills for job creation

Variables	N	$\overline{X}$	SD	Df	sig.	Remark
Male	176	33.97	3.49	459	0.281	Not Significant
Female	285	34.32	3.28			

Table 4 shows that at the 459 degrees of freedom, the p-value of 0.281 is greater than α-level of 0.05 (0.000 < 0.05, df = 459). This means that male and female graduating business education students do not differ significantly in mean ratings on acquired analytical thinking skills for job creation. Therefore, the null hypothesis was accepted.

Hypothesis 3: Respondents from universities and colleges of education do not differ significantly in their mean ratings on acquired presentation skills for job creation.

Table 5. The t-Test analysis of mean ratings of respondents from universities and colleges of education on their acquired presentation skills for job creation

Variables	N	$\overline{X}$	SD	Df	sig.	Remark
University	160	34.36	3.66	459	0.000	Significant
College	301	33.12	3.45			

Table 5 shows that at 459 degrees of freedom, the p- value of 0.000 is less than the alpha α# level of 0.05 (0.000 < 0.05, df = 459). This means that graduating business education students from universities and colleges of education differed significantly in their mean ratings on acquired presentation skills for job creation. Therefore, the null hypothesis was rejected

Hypothesis 4: Male and female graduating business education students do not significantly differ in their mean ratings on their acquired presentation skills for job creation.

Table 6. The t-Test analysis of male and female respondents mean ratings on their acquired presentation skills for job creation

Variables	N	$\overline{X}$	SD	Df	sig.	Remark
Male	176	34.17	3.64	459	0.003	Significant
Female	285	33.17	3.48			

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Table 6 shows that at 459 degrees of freedom, the p- value of 0.003 is less than the alpha α# level of 0.05 (0.000 < 0.05, df = 459). This means that graduating business education students from universities and colleges of education differed significantly in their mean ratings on acquired presentation skills for job creation. Therefore, the null hypothesis was rejected.

Discussion of Findings

Analytical Thinking Skills for Job Creation

The findings revealed that graduating business education students of tertiary institutions in South-East Nigeria moderately acquired analytical and thinking skills for job creation. This means that the subjects have inadequate ability for analytical thinking skills required in following instructions, handling events properly and processing ideas thoroughly. This finding partly agrees with that of Imeokparia and Edoagbonya (2012) that the level of thinking skills of the graduates was not as high as their personal quality skills. However, Bakshov (2014) highlighted stages of analytical thinking skills such as description of the problem, finding the solutions, application and production of the answer to the problem to include essential elements that could enhance students thinking skills. The moderate level of acquisition of these relevant skills for job creation by the subjects studied reveals that the business education programme of institutions in the area of study is not adequately preparing students to become successful job creators. The findings further revealed that male and female graduating business education students from universities and colleges of education did not differ significantly in their mean ratings on their acquired analytical thinking skills for job creation. The finding agrees with Agboeze, Onu and Ugwoke (2013) that male and female lecturers did not differ significantly in their mean ratings as regards adult and vocational education students' demonstration of critical thinking.

Presentation Skills for Job Creation

The findings of the study revealed that graduating business education students of tertiary institutions in South-East Nigeria acquired little presentation skills for job creation. This means that graduating students are poor when it comes to presentation skills with the use of technology such as incorporating visual and auditory aspects to a presentation and use of appropriate animation to improve presentation. This finding disagrees with that of Jonah (2012) that student preferred using the computer in designing their works while and also supports Ozaslan and Maden (2013) that students learn better if the course materials was presented through visual tools. They, also, reported that teachers believed that PowerPoint presentations made the content more appealing; therefore, they helped them to take students' attention. These findings could be as a result of inadequate provision and utilization of ICT resources and presentation software in the business education programmes in the institutions covered. The findings further indicated that male and female graduating business education students from universities and colleges of education differed significantly in their mean ratings on acquired presentation skills for job creation. This means that institution type has influence on their level of exposure to presentation skills for job creation. The finding is in tandem with that of Jonah (2012) showing that there was gender difference in the response of students on use of computer in learning graphic design in selected high schools in Central Region of Ghana.

Conclusion

Based on the findings of the study, it concluded that the programme is a veritable tool for equipping graduates with relevant skills for job creation in line with its objectives. However,

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the programme needs to be enhanced in order to effectively pursue the objective of producing graduates, that will be successful job creators to curb the level of graduate unemployment in the society.

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