PERCEIVED RELEVANCE OF TECHNOLOGY SKILLS IN BUSINESS EDUCATION PROGRAMME FOR SELF-EMPLOYMENT IN NIGERIA

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Abstract

This study examined students' perceptions of the relevance of technology skills in business education for self-employment in Kwara state, Nigeria. The study was directed by three distinct objectives and research questions. For the study, a descriptive survey design was used. 287 students majoring in business education from three universities in Kwara State made up the study's population. The study was a census study because it involved the entire population. The instrument used to collect data was a 17-item survey with the title "Questionnaire on Relevance of Technology Skills for Self-Employment (RTSS)" and 4-point rating scales. Business education specialists and linguists validated the content of the test. Cronbach's alpha reliability was used to determine the instrument's dependability, and the outcome produced a reliability coefficient of 0.77. The research questions were used to examine the data using the mean and standard deviation. According to undergraduate students, incidental technology skills were relevant for self-employment, according to the findings. According to the study, computer application, graphic design, and web usage or surfing abilities are important for self-employment and will assist lower unemployment. Based on the study's findings and recommendations, it was suggested, among other things, that those involved in business education make technical skills available and improve them to help students and the unemployed find work.

Keywords: *Technology skills, Business education, Unemployment, and Self-employment*

Introduction

Due to technology, humanity has encountered a variety of opportunities and difficulties. Despite the significant number of graduates from higher education institutions, it is regretful that many of them remained jobless after receiving their degrees due to a dearth of opportunities, according to Ibezim & Ireh (2017). This might be brought on by an imbalance between the demand for labour and graduates' deficiencies in fundamental employability skills as well as inefficient interactions between the economy and the educational sector. A sizable portion of the population is unemployed, which is one of the causes of the country's poverty. This monster has been developing or is becoming worse every day as the number of graduates increases every year. According to Premium Times Mobile (2013), when President Goodluck Ebele Jonathan assumed office in 2010, the unemployment rate in Nigeria "began to go worse".

Nigeria has a 21.1% unemployment rate in 2010. This percentage quickly increased to 23.9% in 2011 despite government initiatives to eradicate poverty, including the Subsidy Re-Investment and Employment Programme (SURE-P), National Poverty Eradication Programme (NAPEP), and National Directorate of Employment (NDE), to mention a few. President Goodluck Jonathan's measures were not yielding the desired results, which is frightening and horrifying considering the disastrous ramifications that come along with it. The increase in the unemployment rate is an indication of this. National Population Commission (2013) survey shows that there were 51.18 million unemployed Nigerians in the labour force in 2011. Given their size and potential threat to Nigeria's economy, this demographic demands serious government attention. Due to the acute graduate unemployment in Nigeria caused by the global economic crisis (economic meltdown, recession), the federal government has stressed the need for all Nigerians to strive for self-reliance through self-employment. The capacity to prepare for white collar jobs is no longer

enough for graduates in today's world; they also need to be able to support themselves and provide the required momentum for the nation's development. The acquisition of technical skills by students is essential for this reason (Ibezim $ Ireh, 2017).

Students require marketable talents to help them integrate into society and maintain their interest after graduation. Recognising how computers and their applications fit into many domains of knowledge that are here to stay is vital. Since computers are now used in schools, it has been concluded that for students to effectively progress towards independence, they must have computer graphics abilities. According to Agoha (2011), skill is the ability to perform a task that is connected to major exercise, work, or employment. It is information that has been utilised in practical ways to advance the economy. A skill is any routinely used habit of performing a task in a way that is considered appropriate by a professional in your field of expertise. It is the ability to use one's knowledge to carry out an activity or finish a task swiftly, effectively, and continuously. Tajudeen (2014) argues that studying and successfully completing a particular training exercise are the two ways that one develops a skill, which is a special capacity or expertise to do something well. According to Aluwong (2010), skill is a key factor in fostering economic growth and employment opportunities in all areas. They went on to say that independent work is a weapon in the fight against poverty and dependency because it has the perverse ability to constantly instill in young people a love of business, the necessary business skills, as well as the semi-skilled, skilled, and professional labour needed to revive, run, and sustain the economy. Additionally, it fosters a generation of job creators rather than job seekers, supports grassroots creativity and innovation, and promotes value addition, all of which contribute to lowering unemployment.

The development of pupils and the instillation of qualities that will allow them to be imaginative and successfully identify, take the initiative, start projects, and govern their own lives, communities, enterprises, and careers are both facilitated by learning new skills. Graduates of business education require technology skills/competences to create and successfully operate commercial firms. Students in business education can therefore become successful entrepreneurs if they receive technology training (Ogundele, 2020).

Therefore, the ability of a person to effectively use technical instruments for information collecting, organisation, processing, and retrieval can be referred to as ICT abilities. Computer graphics is the field of technology that deals with designs and images on computers. This field, which is connected to the production of graphics using computers, includes the creation, storage, and modification of images of things. The bulk of software, graphics, and online content are interactive, allowing users to change the content, hierarchy, and aesthetics of images and objects by entering commands using a keyboard, mouse, or touch-sensitive display.

A programme called business education uses a number of technologies to increase and enhance teaching and learning (Ogundele, 2020). The objectives of business education at the university level, according to NUC (2007), are to: support the education sector by producing a committed and successful breed of business education teachers for the junior and senior sections of the Nigerian secondary schools; produce the manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy; and provide a course of instruction and a degree programme. The summary by Ohiwerei and Azih (2010) states that business education is a field of study provided by universities with among its objectives preparing students to work as knowledgeable workers who can significantly contribute to an organization's overall effectiveness as well as the creation of quality teachers. Bongotons and Onyenwe (2010) noted that business education has oriented its delivery on technology in response to dynamic changes in processes and activities of the corporate environment. This is demonstrated by the inclusion of ICT integration in business education programme curriculum at universities. One of the main concerns for recent graduates is what self-employability skills genuinely entail. Self-employability skills, as defined by Kazilan, Hamzah, and Bakar (2009), are a group of vital aptitudes entrenched in every person to enable them to contribute significantly to society.

The Federal Ministry of Education (2013) defined ICT as all tools and equipment, including both more recent technologies like computers, hardware, and firmware and more traditional ones like radio, video, and television. ICT also includes all approaches, techniques, processes, procedures, concepts, and guiding principles used in the conduct of information and technology activities. According to Ugwu and Ezeani (2012), professional related ICT skill courses needed by students for success in entrepreneurship include networking, graphics design, computer applications, database creation and management systems, desktop publishing, internet and web usage skills, presentation, hardware/software skills, relational databases, including the ability to create data structures that facilitate the indexing and retrieval of information, e-mail, and multimedia perspectives. An individual's employability is influenced by their

Knowledge, Skills, and Abilities (KSA), how they use those assets, and the context (such as their personal circumstances) in which they wish to be self-employed.

Producing knowledgeable, competent graduates who will excel in the domains of teaching, administration, and self-employment is the aim of business education. It is surprising and depressing that many of them still circulate curriculum vitae in search of meagre career chances after completing their undergraduate degree because they appear to lack some necessary technology skills for self-employment. The need to increase the level of entrepreneurial endeavour in the country has gained centre stage in recent discussions because the government and organised private sector are unable to employ graduates coming out of the country's postsecondary institutions. Nigeria faces with a variety of problems and unpleasant realities, such as poverty, unemployment, conflicts, and so forth, just like the majority of developing nations globally.

Most business education students frequently ask themselves, "What skills can I gain that will be useful to what I study in school away from my intended subject of study?" outside of the classroom. How can they blend their studies of business education with the field of technical skills? How may they be future self-employed business education students with digital skills? The thought of money frequently deters even pupils who are still motivated to develop new skills. These include the increased rate of youth unemployment and students' worries about their futures following graduation. Despite this, a small portion of the population—the small private sector and the government—remains dependent on students for employment.

Despite the implementation of several policies and programmes, youth unemployment remains a key barrier to the development of the Nigerian economy. Youth unemployment in Nigeria appears to be growing because so many of the country's youth lack the independence-building abilities needed after graduation. Given that the majority of young people leave school without the required skills or competencies that would enable them to succeed in today's growing society, it is evident that the importance of skill development in the growth of employment among adolescents simply cannot be overemphasised. The study subsequently intends to investigate students' perspectives of the usefulness of technical skills in business education for self-employment in Kwara State, Nigeria, in order to close this noted gap in the study's goal.

The results of this empirical study should be taken into consideration by all parties with an interest in education, technology, entrepreneurship, and business education. The study's conclusions would be helpful to students, educators, the general public, the Nigerian government, aspiring researchers, business and entrepreneurship educators, graduates, employers of labour, technology experts, and business consultants. Students would benefit from the study because it highlighted the importance of technical skills. The study would also be helpful to students in business and entrepreneurship programmes since it would help them better grasp the incidental skills they can learn and inspire them to do so. Even after they graduate, this will boost their competency and help them become independent workers. The findings of this study will also be very beneficial to the teachers, giving them the chance to spend more time teaching the students different business education skills in order to increase the students' academic standards. The study will also be used as a resource for up-and-coming scholars who might be interested in related themes.

This study looked at how undergraduate students in Kwara State, Nigeria, perceived the value of technology knowledge in business education for self-employment. Incidental skills in technology, such as graphic design, computer programming, and web usage and surfing, are given priority. Because they must have completed the SIWES and Teaching Practise Programme and have demonstrated their mastery of a set of specialised skills, some of which they have already used to launch their own businesses, the study is only open to undergraduate business education students at the 300 and 400 level. A skill is a capability that can be learned through training, whereas acquisition is the process of getting something for oneself. Ezeani (2012) defines skill as the art of having the ability to use power, authority, or competence, among other things, to perform the task that is expected of an individual at work. Expertise, aptitude, and skills appropriate for a certain work are what Inalegwu (2016) defines as skill. It has to do with mastery-level creativity and specialist knowledge. To develop these talents, a person must first obtain the necessary formal, informal, or combined basic training and information in relation to the task at hand.

Skills must be developed through instruction, practise, and experience an individual has gained. They do not exclusively depend on a person's underlying intrinsic abilities. According to Okoro (2012), two essential considerations are made when a skill is to be acquired. The first is the environment that fosters acquisition, and the second is the transformation that will take place after the skill is learned. Thus, the ability that a

person gains through training, education, or experience and which enables the person to successfully carry out a function for the benefit of self and humanity is known as skill acquisition.

There are numerous ways to acquire skills. Okoro (2012) outlined the four basic phases of skill development, which are as follows: Create a realistic personal development plan for the individual; assess ongoing performance on follow-up of the individual; analyse and identify the current and foreseeable skill needs of the individual and the relative importance of these; identify the individual's own personal goals and objectives; and analyse and evaluate his or her own resources and skills in relation to these.

A self-employed individual is one who plans, manages, and bears a large portion of the risk of a company enterprise. Such a person lives on achievement and takes on danger by launching his own enterprise. According to Anyakoha (2012), a self-employed individual is one who decides to take risks or accepts them, finds business chances, acquires resources, starts taking action, and creates an organisation or enterprise to take advantage of these market opportunities.

According to Chasserio, Pailot, and Poroli (2014), a self-employed person assumes several social roles and is made up of a number of social identities. According to Torre (2015), a self-employed person must be a starter, a driver, and responsible and accountable. Entrepreneurs are starters who challenge the status quo and drive change. A person who starts a new project, initiative, firm, or business is called an entrepreneur. A self-employed individual is the one who is in command, the one who is the leader, and the one who others turn to for leadership when they are driving. Regarding accountability and responsibility, he or she is in charge of the outcome of the commercial effort, which might be a firm, a project, or any other undertaking Torre (2015b). A self-employed person must be enterprising; he or she is enterprising if they possess verbal skills for dominating, leading, and selling; they see themselves as strong, masculine leaders; they avoid situations requiring extended periods of intellectual effort; they differ from conventional types in that they prefer ambiguous social tasks and are more concerned with power status and leadership; and they are verbally aggressive (Ugwuda, 2014).

Many people who work in an occupation or run their own business put in their all-out effort and take many risks in order to succeed in their endeavours. Since they keep all of the money they make from their work, the economic activities are referred to as self-employment. Therefore, self-employment refers to any economic activity that an individual engages in and administers independently. Self-employment is a term used to describe a situation in which an individual, as opposed to working for an employer, initiates, starts, and controls the company decision. Self-employment, according to Abdulkarim (2012), is the practise of working for oneself. As opposed to being an employee of a company or individual, self-employment is the act of receiving one's income directly from customers, clients, or other organisations. Being self-employed entails running one's own business as opposed to working for an employer. This suggests that self-employment refers to a situation in which a person works for himself or herself as opposed to an employer who pays salary or wages.

The internet is a network of interconnected computer systems that serves as a worldwide information system powered by computers. Tens, hundreds, or even thousands of computers may be connected through a network, allowing them to share data and computing power. People from all over the world can now connect with one another effectively, cheaply, and with open access to relevant data for further processing thanks to the Internet. One computer and multimedia talent that has recently revolutionised the entire educational system is the internet. It is yet another crucial issue that concerns students of business education.

The term "international communication (computer) network" is shortened to "the Internet." According to Nweke, Umezurike, and Nnamdi (2016), it refers to a network of computers connected to a sizable central processing unit in a similar way that telephone lines in households are connected to a single central communication device in NITEL. If the user is connected, this allows them to communicate with someone else through computer. The internet is a network of many various kinds of computers, computer users, and computer operations that spans the entire world and is connected by telephone lines, satellites, microphones, and any other technology imaginable. Transmission control protocol/internet protocol (TCP/IP) is the common language or protocol used to channel each machine.

The internet, according to Okwuanaso and Obayi (2011), is the global interconnectedness of both large and small networks. The internet is a global network that enables communication and information exchange between people from all over the world. The internet, according to Agomuo (2015), is a global network of computer systems where users of one computer can obtain information from any other computer operators. This suggests that one can send or receive information through the internet with the shortest amount of time. Once completely subscribed to and linked to the internet services provider (ISP), one can access any information needed worldwide in any discipline, regardless of distance, making global

communication feasible. It enables the immediate publication of texts, graphics, and images. Users share information, move files, send messages, and use others through the internet.

According to Aliyu (2010), the internet is an intercontinental spider web that allows millions of users from all over the world to download millions of files containing reports, research, and visuals as well as send and receive information instantly across the globe. According to Onojaife (2010), the internet provides a way for researchers, businesses, academic institutions, and individuals to communicate with one another and share data and computing resources. The author also claims that there is no central communications or computer system for the internet. Instead, every sent message carries a special code. Therefore, each internet service provider on the network has the ability to forward data to a location in a different city or country. Information may be located through the internet, and any computer connected to the network can be reached from any point in the globe. He asserts that knowledge is power in the information age in which we live.

Therefore, the internet aids users in three fundamental ways: obtaining information, disseminating information, and compiling information. According to Leon & Leon (2010), the internet provides the finest option for obtaining specialised information online. Using the internet, you can run surveys to gather feedback from individuals all around the world or combine the demand for your product line. The World Wide Web, according to the author, is the most current and most successful attempt to present information over the internet. The World broad Web is a system based on Hyper Text Transfer Protocol (HTTP) for delivering, organising, and accessing a broad variety of resources, text, images, and sound that are available via the internet, according to Ovbiagele (2012). Using the internet, you can run surveys to gather feedback from individuals all around the world or combine the demand for your product line. The World Wide Web, according to the author, is the most current and most successful attempt to present information over the internet. The World broad Web is a system based on Hyper Text Transfer Protocol (HTTP) for delivering, organising, and accessing a broad variety of resources, text, images, and sound that are available via the internet, according to Ovbiagele (2012). It has an unlimited range of capabilities that help users access the virtually limitless amount of information available on the internet. It is quick, dependable, and has no constraints on content or format. Today, a computer and the internet are practically synonymous, and neither can be discussed without the other (Nwagwu, 2018). Whether conducting general information searches or conducting research on any subject, one will need to use the internet for all forms of job.

It has an unlimited range of capabilities that help users access the virtually limitless amount of information available on the internet. It is quick, dependable, and has no constraints on content or format. Today, a computer and the internet are practically synonymous, and neither can be discussed without the other (Nwagwu, 2018). Whether conducting general information searches or conducting research on any subject, one will need to use the internet for all forms of job. Internet abilities, according to Ugwuanyi (2010), include using the World Wide Web (WWW), sending email messages, using a word to discover specific information, participating in online chat rooms or discussions, and sending email attachments. The ability to use search engines like Google, Yahoo, and MSN, use keywords or phrases to find information on the web, and use more sophisticated search methods than keywords or phrases are also mentioned. One of the most important daily abilities is the ability to use a computer to accomplish job-related tasks, navigate web browsers and conduct internet searches to get information, and send and receive emails to communicate with others.

Research Questions

To help with the study's execution, the following research questions were posed:

1. What is the students' perception of the relevance of web usage/internet browsing skills for self-employment?
2. What is the students' perception of the relevance of computer application skills for self-employment?
3. What is the students' perception of the relevance of graphic design skills for self-employment?

Research Methodology

A descriptive survey design was chosen. 287 students studying business education in universities in Kwara State, Nigeria, made up the study's population. Since the full population was used, there was no sampling; hence, the study was a census study. Data was gathered using a standardized questionnaire titled Relevance of Technology Skills for Self-employment (RTSS), which the researcher created and fully tested. The instrument has a 0.77 Cronbach alpha dependability rating. There were 17 items in the instrument. 287 copies of the questionnaire were distributed by the researcher and two research assistants; 280 of those copies were later retrieved, yielding a 97.6% return rate that was used in the study. The mean and standard deviation were used to analyze the data gathered to address the study topics. At 2.50, the decision value was set.

Data Analysis and Results

Answering Research Questions

Research Question 1: What is the students' perception of the relevance of web usage/internet browsing skills for self-employment?

Table 1: Mean and standard deviation of responses on the relevance of web usage/internet browsing skills for self-employment

S/N	Items	Mean	SD	Remark
1.	Internet can be useful for research and knowledge update, which will serve as improvement to the society.	3.14	0.74	Agreed
2.	It can create self-employment as online tutor.	2.71	1.03	Agreed
3.	Using the skill makes transfer of communication and uploading of documents less stressful.	3.10	1.03	Agreed
4.	With the assistance of those with the skill, e-mail document attachment is not easy for individuals not equipped with the skill.	1.93	0.73	Disagreed
5.	Web usage can enhance learning of foreign languages to become a multi-language speaker, which serves as employment means.	2.28	1.01	Disagreed
6.	Youths can acquire skills in web usage or internet browsing as a means of livelihood and for professional purpose.	3.42	0.65	Agreed
	Weighted Average	**2.76**	**0.87**	**Agreed**

According to an analysis of the data in Table 1, the respondents agreed to items 1, 2, 3 and 6 with mean scores of 3.14, 2.71, 3.10 and 3.42 respectively but indicated disagreed for items 4 and 5 with mean scores of 1.93 and 2.28 respectively. The Table shows a ground calculated mean and standard deviation score of 2.76 and 0.87 which indicated agreed. This implies that the undergraduate business education students' have a positive perception about the relevance of web usage skills for self-employment in Kwara State Nigeria.

Research Question 2: What is the students' perception of the relevance of computer application skills for self-employment?

Table 2: Mean and standard deviation of responses of the relevance of computer application skills for self-employment

S/N	Items	$\overline{X}$	SD	Remark
1	It provides skills in the usage of Microsoft office (Ms-word, excel and Corel draw) to work on the computer for organizations and individuals.	2.80	1.24	Agreed
2	Computer application skills enable individuals to use windows icons for carrying out editing of documents as consumers.	2.73	1.06	Agreed
3	It provides skill in editing and formatting documents as a means to generate income	3.63	0.70	Strongly Agreed
4	Users can share their ideas through computer application, sell ideas and discuss about new products.	2.88	0.94	Agreed
5	With computer application skills, self-employment as a computer	3.56	0.73	Strongly

	instructor will be lucrative with its hardware and software components.			Agreed
Weighted Average		3.12	0.93	Agreed

Analysis of data in Table 2 reveals that the respondents indicated agreed for all the constructs as the mean scores are above 2.50. The Table shows that the respondents agreed to items 1, 2 and 4 with mean scores of 2.80, 2.73, and 2.88 and indicated strongly agreed for item 3 and 5 with mean scores of 3.63, and 3.56 respectively. All the five items have standard deviation ranging from 0.70 to 1.24. This means that the responses of the respondents are not widespread as they are close to the mean scores. The Table shows a ground calculated mean and standard deviation score of 3.12 and 0.93, which indicated greed. This implies that the undergraduate business education students' have positive perception about the relevance of computer application skills for self-employment in Kwara State Nigeria.

Research Question 3: What is the students' perception of the relevance of graphic design skills for self-employment?

Table 3: Mean and standard deviation of responses of the relevance of graphic design skills for self-employment

S/N	Items	$\overline{X}$	SD	Remark
1	A well implemented graphic design skill can reduce the country's dependency on other countries in terms of technology advancement	3.24	0.73	Agreed
2	Graphic design as a skill will enable the creation of websites and portal accounts for academic and business ventures	2.57	1.16	Agreed
3	It helps to promote social media accounts for businesses and interested users.	2.65	1.17	Agreed
4	It can enhance the ability to establish a work schedule and print materials for several individuals and organizations	3.32	0.85	Agreed
5	It can utilize individual skills to develop signs and signage systems for businesses and government which will be lucrative as a self-employed	3.63	0.51	Strongly Agreed
6	Skills in graphic design can be used for distinctive logos for products and businesses.	3.24	0.62	Agreed
Weighted Average		3.11	0.84	Agreed

Analysis of data in Table 3 reveals that the respondents indicated agreed for all the constructs as the mean scores are above 2.50. The Table shows that the respondents agreed to items 1, 2, 3, 4 and 6 with mean scores of 3.24, 2.57, 2.65, 3.32, and 3.24, same way they indicated strongly agreed for item 5 with mean scores of 3.63. All the six items have standard deviation ranging from 0.51 to 1.17. This means that the responses of the respondents are not widespread as they are close to the mean scores. The Table shows a ground calculated mean and standard deviation score of 3.11 and 0.84, which indicated agreed. This implies that the undergraduate business education students' have positive perception about the relevance of computer application skills for self-employment in Kwara State Nigeria.

Discussion of Findings

The study was conducted to determine the undergraduate perceptions of the relevance of technology skills in business education for self-employment. The discussion is on three research questions which were critically analysed. The first finding of the study showed that undergraduate business education students agreed in their perceptions that web usage skill is relevant for self-employment. This means that web usage skill is relevant for business education students to be self-employed. The finding corroborates with the study of Ogundele and Lawal (2016) that acquisition of technology skills by the trainees provides an environment to become gainfully self-employed. It also concurs with Nwezeh (2015) who indicates that most of the students in Obafemi Awolowo University in Nigeria, found the use of email and web worthwhile for research and information retrieval which can aid employment opportunities. Also, the findings are in line with McCloud (2015) who stated that students need basic online skills such as the ability to protect sites from hijackers and ability to create web site and make business transactions amongst others.

The second finding of the study revealed that undergraduate business education students' perceptions are positive that computer application skills is relevant for self-employment. The finding

corroborates with Abubakar (2012) that ICT exposes learners to the world of works and acquisition of skills. It is also flexible in its delivery patterns, thereby making it easy to train learners from diverse backgrounds. The author points out that the training of learners should be in line with the recommendations of Africa Union (AU) on ICT skills' acquisition. The findings also corroborate that of Ogundele (2020) who stated that students through the use of computers can acquire communication, creative, coordinating, calculating, commercial, concentration and cognitive skills. The authors believe that these skills once developed by students would lead to the improvement of their status in life, development of the nation's economy, creation of self-employment, and proper utilization of human and material resources. The finding concurs to Maduka (2015), which reveals that undergraduates and graduates are intelligent and creative people with the ability to think critically and who can compete for job in the domestic and global labour-market places. The creation of job can be possible if a graduate has technology skills needed to create or secure job either in the industries or become self-reliant individual.

Furthermore, the study found out that undergraduate business education students agreed in their perceptions that graphic design skills is relevant for self-employment. This implies that a well implemented graphic design skill can reduce the country's dependency on other countries in terms of technology advancement and it can utilize individual skills to develop signs and signage systems for businesses and government which will be lucrative as a self-employed. This is in line with Onuegbu (2012) who asserted that when learners are properly trained in technology skill, they would be motivated to establish and manage their own business, and thereby be self-employed than looking for white-collar jobs. The finding also corroborates with the view of Reko and Arimonu (2016) who stated that there is an urgent need for the Nigeria's attention to be redirected towards self-reliant and sustainable means of livelihood which technology skill is known to provide.

Conclusion

Web usage, computer applications and graphic design skills are relevant to self-employment. This means that with the implementation and usage of these technological incidental skills, unemployment will drastically reduce in Kwara State and self-employment in these areas will enhance growth and development as well as provide employment to the unemployed. Technology skills can generate self-employment for the undergraduate students even while in school because being technology savvy is of great asset.

Recommendations

In view of the results of the study and the conclusion drawn, the following recommendations are made:

1. Undergraduate students should be encouraged by teachers, parents and the government not to bypass incidental technology skills they come across as it could help them have a sustainable means of income.
2. Stakeholders of business education should make technological skills available and be improved upon to enable students and unemployed gain employment after acquiring the skills.
3. Equipment, necessary infrastructures, finances and skilled professionals should be put in place to aid easy learning of skills, not only by the government but other stakeholders that can support the growth of technology skills.

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