

ASSESSMENT OF SKILLS REQUIRED BY BUSINESS EDUCATION STUDENTS FOR EMPLOYMENT OPPORTUNITIES IN ONDO STATE NIGERIA

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Abstract

The study examined skills required by business education students for employment opportunities in Ondo State. The study adopted descriptive research design. The population of the study consisted 280 business education students. The sample for the study was 180 which was purposively selected. A self-designed Questionnaire titled Assessment of Skills Required by Business Education Students for Employment Opportunities (QASRBESSEO) in Ondo State, was used for data collection. The instrument was validated by three experts. The reliability of the instrument was ensured through a pilot study and Cronbach's Alpha method was used to test the reliability of the instrument. A reliability coefficient of 0.79 was obtain which indicated that the instrument is reliable. The data collected were analyzed using descriptive and inferential statistics. The research questions were answered using mean and standard deviation, while a Pearson Product Moment Correlation was used to test all the hypotheses formulated for the study at 0.05 level of significance. Findings revealed that there is a significant relationship between technological skills and employment opportunities for business education students in Ondo State. It also revealed that there is a significant relationship between problem-solving skills and employment opportunities for business education students in Ondo State. An implication of these findings is that enhancing technological and problem-solving skills among business education students in Ondo State is crucial for improving their employment prospects. The study concluded that pivotal role that technological and problem-solving skills play in shaping employment opportunities for business education students cannot be underestimated. This is because the significant relationship between these skills and employment opportunities highlights the need to possess the required skills to be opportune in today's competitive job market. The study recommended among others that the curriculum planners should be fostering a curriculum that emphasizes the development of these skills is crucial in preparing students for the dynamic and technology-driven landscape of the contemporary workforce.

Introduction

Business Education is a branch of vocational and technical education which is also an integral part of general education. This type of programme offers its recipients knowledge and skills that will enable them to function effectively and efficiently in the world of work. Business education is recognized as a vocational discipline that prepares its recipients with skills that will enable them to

contribute significantly to the sustainable economic development of Nigeria. Okoye (2021) stated that business education is a programme of study that is geared towards gainful employment. It is a laudable programme prepared to meet the present needs of the people and future generations when adequately and effectively handled and implemented. Obi in Anioke (2019) views business

education as a programme with the primary aim to prepare students for business career, improve those already in the career and also help students achieve all the aims of education. The mandate of business education seems to prepare students for and about business. Therefore, the need for business education to produce self-reliant individuals and this is more imperative today, considering the high level of unemployment particularly among young men and women across the state.

Azuka and Nwosu (2018) defined Business education as the inculcation and ingraining of competencies, employable and saleable skills in its recipients for self-reliance and in turn national development. Business education students are youths/individuals admitted into higher institutions of learning (i.e Universities or Colleges of Education) to undertake a course of learning in a business education programme, expected to be certificated upon graduation and to gainfully use the skills learnt to earn a living. Thus, Business education programme is expected to have the potentials for equipping the recipients with skills and knowledge in bookkeeping/accounting, business management, marketing, keyboarding, business communication, records management and other vocational and creative skills.

The objectives of Business Education as contained in the National Policy on Education (2013) include production of business graduates who will be able to inculcate the vocational aspects of Business Education into the society, production of business teachers who will start with so much desired revolution of vocational development right from the Nigeria primary and

secondary schools, production of graduates with the right skills to engage in a life of work in the office as well as for self-employment, among others.

In view of the stated objectives, the relevance of business education programme in job creation cannot be underestimated as it has the capacity to respond to current societal issues such as education for improving basic computational skills, for meeting the needs of the bilingual and bicultural population, for eliminating occupational stereotyping for assisting people with special needs and for helping the ordinary consumers to function effectively in the private enterprise system. This is expected to help in taking decisions on socio-economic issues and providing career information which can help to develop interest and abilities in different occupational opportunities.

Employment opportunities refer to conditions or situations that make it possible for individuals with the necessary skills to obtain and engage in paid work within organizations, highlighting the importance of skill acquisition for job accessibility in competitive labor markets (Pshembayeva, et. al., 2022). It does not mean the creation of a position or the creation of specialized training that is not otherwise provided to other employees. Employment opportunities could be described as any productive and profitable engagement of individuals to contribute meaningfully either as employee, or self-employment entrepreneur to generate wealth. These employment opportunities include teaching, preschool director, marketing, self-employment among others. These opportunities seem to be possible when business education graduates possess relevant skills such as business

management, entrepreneurial, and technical skills, which equip them for gainful employment and employment generation in competitive job markets (Dambo & Nwauzor, 2023).

A business education graduate is expected to possess different skills that will help them to create wealth. Nwaukwa, Iloeje, Nzeh and Nwagu (2018) noted that business education employability skills are in such areas as accounting, marketing, entrepreneurship, office technology and management. Business education graduates are expected to be marketable. This is because they are supposed to be equipped with employability skills that are needed to solve leadership, innovative, and economic problems. Business education has been recognized as a course of study that equips its students with different skills that are necessary for job placement in business related careers and for self-employment.

Employability skill is the ability to identify, acquire, adapt, and continually enhance the skills, understandings, and personal attributes that make graduates more likely to find and create meaningful paid or unpaid work that benefits themselves, the workforce, the local community, and the economy (Yorke, 2014; Dacre Pool & Sewell, 2007). In the context of business education, employability skills encompass a broad range of competencies including communication, problem-solving, ICT, teamwork, and self-management, which are critical for graduates to effectively secure and sustain employment in a competitive labor market (Ezemma, 2020; Ajisafe et al., 2022). Hence, employability skills could be seen as those skills, which an individual is expected to acquire before seeking or entering into a job such as technological skill, problem solving skill, among others.

Technological skill involves the use of computers and other electronic devices to process information. Despite the European Union's observation in Adewole and Abimbola (2021) that technologies have profoundly influenced working patterns, knowledge acquisition, socializing, communication, collaboration, and success across professions and individual lives, business education graduates often lack the necessary digital skills. Studies have shown that employers frequently find graduates underprepared in ICT and problem-solving competencies, necessitating costly retraining programs for effective job performance (Udie & Nwosu, 2023). This skill gap underscores the urgent need for curriculum reforms integrating practical ICT and communication skill training to better prepare business education students for the demands of the modern, technology-driven workplace and enhance their employability in competitive job markets. Hence, possession of technological 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, business education students are expected to have developed the right set of technological skills to make a meaningful use of these technologies when employed in modern offices, after graduation.

In addition to the above, problem solving is another important skills that business education graduates need because the ability to solve problems and make decisions is a huge asset to employers; ability to effectively plan and organise creative thinking, innovative and inventive and are more likely to devise new ways of doing things that add value to the work environment; thinking critically and logically to evaluate

situations, solve problems and make decisions. Problem solving does not just require analytical, creative and critical skills, but a particular mind-set; those who can approach a problem with a cool and level head will often reach a solution more efficiently than those who cannot. In life situation, problems need not always be solved alone but ability to know who can help reach a solution, and how they can do it, can be of great advantage. Problem solving is the act of describing the problem, stating the cause of the problem, identifying and providing solutions to the problems identified in a manageable manner (Zoe, 2020). In this 21st century, Business Education graduates are expected to be able to identify and solve problem at any given time for success to be achieved.

Statement of the Problem

Business Education is a programme implemented in Colleges of Education, Ondo State that is supposed to equip learners with practical skills for self-reliance. It aims at producing graduates with skills to enable them be self-reliant, create jobs, wealth and enhance economic development. This is because the cardinal objectives of business education centre on acquisition of skills and competency, training in general knowledge of business and occupational intelligence. However, it has been observed that business education graduates from Colleges of Education in Ondo State are found among the unemployed graduates searching for white collar job in government establishments and other private organisations.

The jobs seem not to be available as evidenced in the high level of unemployment. This might be as a result of perceived lack of requisite skills for self-employment or other paid employment

among the graduates. The implication is that if business education students possess the right skills, it may likely decrease the level of unemployment in Ondo State. Business Education graduates who have gone through the programme in Colleges of Education are expected to have acquired employment opportunities skills such as technological skills, problem solving skills among others. It is against this background that the study seeks to assess skills required by Business Education students that can enhance their employment opportunities after graduation from Colleges of Education in Ondo State, Nigeria.

Purpose of the Study

The main purpose of this study was to assess skills required by business education students for employment opportunities in Ondo State. Specifically, the study assessed:

- i. the technological skills required by business education students for employment opportunities in Ondo State, Nigeria.
- ii. the problem solving skills required by business education students for employment opportunities in Ondo State, Nigeria

Research Questions

The following research questions guided the study:

- i. To what extent do Business Education students required the technological skill for employment opportunities in Ondo State, Nigeria?
- ii. To what extent do Business Education students required the problem solving skill for employment opportunities in Ondo State, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- i. There is no significant relationship between technological skills and employment opportunities of Business Education students in Ondo State, Nigeria.
- ii. There is no significant relationship between problem solving skills and employment opportunities of Business Education students in Ondo State, Nigeria.

Significance of the Study

The findings of this study would be significant to government, curriculum planners, business educators, business education students, future researchers and community at large.

The outcome of this study provides significant information to the government on how to tackle unemployment among Business Education students by funding business education programme adequately. This study was significant to business educators to upgrade themselves to equip Business Education students with required skills for employment opportunities in Ondo state. It will provide information on important skills that are very germane in employment opportunities for business education students. Students of Business Education found the outcome of this study useful as they prepare for the world of work. The results of this study could be of advantage to them in that it could give them an insight on what skills that can help them to be a job creator and not job seekers. The community at large will benefit from the study because there will be more job to create by graduates of business education and it will prevent student from

engaging social unrest, kidnapping business, stealing and so on.

Literature Review

Business Education and Employability Skills

The term “Business Education” has been defined by different authors and scholars. Business education is a component of vocational and technical education programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. Business education provides students with needed competencies, skills, knowledge, understanding and attitude to perform as workers in industries, civil service and also proprietors of business. In view of Oche, Ukabi and Odey (2021) described business education as an academic programme in the scheme of global education which is aimed at equipping its recipients with the requisite attributes such as knowledge, skills, competencies, and attitudes to become gainfully employed in the world of work. Similarly, Mshelia (2019) asserted that it is a type of education that helps someone to learn the facts, acquire skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situation. Business Education therefore equip youths with appropriate skills, knowledge, abilities and competences that can enable the individuals to be self employed and self reliant leading to sustainable economic development. Amidst the above assertions, it could be deduced that business education is a programme of study that is designed to equip student with skills that are useful in the office and business organization. Therefore, a graduate of business education if are well taught, are expected to possess skills that will make them to be self-reliant.

Employability Skill could be seemed as the ability to perform expertly, facility in performance, dexterity and tact. Skills are very important for poverty reduction, economic recovery and sustainable development (Okon, 2019). This in line with the views of Mshelia (2019) who stated that skill as basic ability is the means by which man adjust to life. Skill development is essential for increasing the productivity and sustainability of business organizations and improving working conditions and the employability of workers. In this challenging environment, the role of tertiary institution is not only to produce graduates with specific areas of specialization but more importantly, to develop graduate employability skills that match the demands required by industry in electronic world. Thus, employability can be regarded as having a set of skills, knowledge, training, understanding and personal attributes capable of getting and keeping a fulfilling work (Wiki, 2020).

Employable graduates passed through a system in which they are exposed to problem-based learning approaches and hands-on trainings to acquire the following skills: Communication, problem solving, adaptability, collaboration, time management, organizational, use of technology, information sharing, interpersonal and leadership skills. Graduates who had developed these skills would be employable (Duszynsk, 2021). Meanwhile, individual abilities to use these skills can help employees contributes to the growth and development of an organization (McQuaid, 2020). Employability skill could also mean the development of skills and adaptable workforces in which all those capable of work are encouraged to develop skills, knowledge, technology and adaptability by creating utility,

customers social, economic reality and true values to enable them to enter and remain in employment throughout their working years.

Employment Opportunities in Business Education Programme

Employment could be regard as a state of being engaged in an activity or service for wages or salary. Employment can be permanent or fixed-term, casual, apprenticeship or trainees. It could also be contract employment or agency staff. According to Ugwuogo, Ugwuogo and Nzeribe (2019), employment opportunity is a natural process of social development. This appears that since, Human beings bring with them into the world an array of needs that present employment opportunities for others to meet. In the opinion of Ugwuogo, *et al* (2019) stated that the these vocational oriented jobs can be undertaken by Business Education graduates: Government Office Work or Paid Employment: Business education graduates works in many government offices such as: Teaching, Cashier, Secretary, Bank Officer, Receptionist, Marketer, Computer Operator, Bank Clerk, Mail Carrier, Account Clerk, Postal Clerk, Purchasing Agent, Telephone Operator, Manager, Public Relation Officer, Insurance Agent Typist, Bank Cashier, Accountant, Bank Manager, Sales Manager, Administrative Manager, Administrator and Salesman.

Skills and Employment Opportunities

Employment opportunities appears to be a condition in which those that have the skills are able to secure job. In view of Onyeneke, Edward and Nwosu (2019) employment opportunity is the chance for individuals to find work or

occupation that provides them with a regular income. It is an activity that allows individuals to earn money by utilizing their skills and abilities. It is obvious that certain jobs require specific skills which include technological skills, problem solving skills, among others.

In this dispensation, Technology can be referred to as computer-based tools used by people for information and communication processing needs of an organisation. Similarly, Ukaegbu and Wegwu (2019) citing Quadri (2012) described technological skills as the abilities for the collection, effective processing, storing, transmitting and the dissemination of information which enables the use of computers and related technologies to meet personal academic and labour market objectives. Sometimes these skills may be referred to as technical skills. That usually fall under the category of hard skills. That means they seem usually learnt in a classroom setting or through alternative training. These specific skills include knowledge, skills, and competencies that will enable them successfully hold positions as secretaries, managers and secretarial administrators in both public and private sectors of the economy and more importantly unlock their potentials in the 21st century work place. It also exposes students to industrial experience thereby, affording them the opportunity to practicalize their skills, and to develop in the students and changing situation in the world of work. To achieve these lofty objectives, the business education curriculum in College of Education must emphasize and inculcate in the students' employability skills that are relevant and required to function effectively in this modern day technological world.

Types of technological skills that will unlock Business Education students'

potentials in the 21st century for employment opportunities. The following are the technological skills appeared to be unlock Business Education students employment opportunities according to Mshelia (2019) include: Computer Literacy skills - Word processing systems like MS Office - Email - Presentation software - Social media - Search engines - Basic Computer Hardware, Database Management Skills, Website Development Skills, Digital Marketing Skills - Video Production - SEO - Writing Skills - Data Analysis - Communication Skills - Graphic Design - Content Management, Project Management Skills - Financial modelling - Performance Tracking - Project Scheduling - The use of agile software as an approach to find efficient solutions - The ability to collaborate with others regardless of where they are - Team management - Effective Time Management, Cyber Security - Computer Science and Forensic skills - Software development skills - Hacking capabilities - Computer Programming - Communication Skills.

The study conducted by Oyinloye, Asonibare and Oluwalola (2021), examined office skills required by office technology and management graduates for effective performance in modern office. The study found among others that office skills both of which include hard and soft skills are required by OTM graduates for effective performance in modern office which include; technology skill, internet skill, computer skill, problem solving skill, presentation skill, communication skill among others. A well skilled and equipped business education graduate should in addition with problem solving skill so as to be employable in this technological era.

Problem solving skills are highly sought after by employers as many

companies rely on their employees to identify and solve problems. It is among the most important skill students must have when they start life after graduation. In this 21st century, one of the objectives of education is raising individuals, who can apply the information they learn to solve problems, develop strategies, and transfer their knowledge. Problem solving is ability to define a problem, generate alternatives, evaluate and select the alternatives and implement solutions to them. According to Imeokparia and Edigbonya (2019), it is a set of activities designed to analyze a situation systematically and generate, implement, and evaluate solutions. As a management professional, one's ability to identify current and potential problems and to make sound, timely decisions before and during an emergency can literally affect the lives and well-being of the organization. Good problem solving and decision making ability can avert tragedy and help the organization recover from the event more quickly.

Problem solving abilities are important skills for educational area because a healthy society or a healthy nation can only maintain its existence through adopting themselves into new conditions by problem solving abilities (Incebacat and Ersoy, 2016). Problem solving is the ability to solve problems and make decisions in a huge asset to employers; ability to effectively plan and organise creative thinking, innovative and inventive and are more likely to devise new ways of doing things that add value to the work environment; thinking critically and logically to evaluate situations, solve problems and make decisions.

Methodology

The study adopted descriptive research design. The population for this study were 280 Business Education Students of Adeyemi College of Education, Ondo and College of Education, Ero-Akure. Purposive sample techniques was used for this study to select one hundred and eighty (180) out of which 166 (92%) filled and returned the questionnaire among Business Education students in the selected institutions. A self-designed questionnaire titled assessment of skills required by Business Education students for employment opportunities in Ondo State, was used for data collection. The instrument was subjected to face and content validation by three experts, the researcher's supervisor and other two experts, one in Test, Measurement and Evaluation, and one in Business Education in the Vocational and Technical Education Department at Ekiti State University Ado-Ekiti to determine the validity and based on their instruction and corrections, the instrument was reworded. Cronbach's Alpha method was used to determine the reliability and the coefficient of 0.79 was obtained. The data collected were analyzed using descriptive statistics of mean, and standard deviations and inferential statistics using Pearson product moment correlation to test the hypotheses formulated for the study. All the hypotheses were formulated and tested at 0.05 level of significance.

Results

Research Question 1: To what extent do Business Education students required the technological skill for employment opportunities?

Table 1: Mean and standard deviation showing Business Education students required possessed technological skill for employment opportunities.

S/N	Technological skills	N	Mean	St.D	Remarks
1	I have the ability to demonstrate knowledge and proficiency in predictive analytics	166	2.82	0.80	Moderate Extent
2	I can make use of accounting software like database, spreadsheet	166	2.37	0.98	Low Extent
3	I am digital and media literate	166	3.04	0.76	Moderate Extent
4	I can make use of graphic and design programme	166	2.91	0.84	Moderate Extent
5	I am capable to apply IT skills in the business setting	166	3.12	0.72	Moderate Extent
6	I can make use of keyboarding very well	166	3.38	0.76	High Extent
7	I have the ability to adopt web application effectively	166	2.84	0.92	Moderate Extent
Grand Mean		166	2.92	0.82	Moderate Extent

The results in Table 1 revealed the extent to which business education students possessed the technological skills needed for employment opportunities in Ondo State. The respondent rated items one to seven with a mean ranging from 2.82 to 3.38, while the standard deviation ranged from 0.72 to 0.98. The grand mean indicated a value of 2.92. With these results, the above mean scores show that business education students moderately possessed the ability to demonstrate knowledge and proficiency in predictive analytics, digital and media literacy, graphic and design programmes, IT skills in the business setting, and effectively adopting web plications. The

results indicate that students can use accounting software like databases and spreadsheets to a low extent. The respondents revealed that they can make use of keyboarding to a very high extent. From the analysis, it shows that business education students possessed the technological skills required for employment opportunities in Ondo State to a moderate extent.

Research Question 2: To what extent do Business Education students required the problem solving skill for employment opportunities?

Table 2: Mean and standard deviation showing Business Education students problem solving skill required for employment opportunities.

S/N	Problem Solving Skills	N	Mean	St.D	Remarks
8	I am knowledgeable to identify a problem	166	3.27	0.52	High Extent
9	I have ability to understand the problem.	166	3.28	0.64	High Extent
10	I can determine the technicalities in solving problem	166	2.69	0.90	Moderate Extent
11	I have analytical thinking towards situations	166	2.70	0.90	Moderate Extent
12	I can gather resources to solve problem	166	2.96	0.78	Moderate Extent
13	I have the ability to make quick decisions to solve a problem	166	3.01	0.68	Moderate Extent
14	I have acquired the necessary researching skills.	166	2.97	0.97	Moderate Extent
15	I have the ability to analyse a situation	166	3.05	0.59	Moderate Extent
16	People can rely on my contribution in solving problem	166	2.95	0.82	Moderate Extent
17	I have the ability to recognize the emotions of yourself and others	166	3.09	0.64	Moderate Extent
Grand Mean		166	2.99	0.74	Moderate Extent

The analysis in Table 2 reveal the extent that Business Education students' possessed problem solving skill required for employment opportunities. The respondent rated item eight to seventeen with a mean ranging 2.65 to 3.28, while the standard deviation ranged from 0.52 to 0.97. The overall grand mean was 2.99 and standard deviation of 0.74 indicate that business education student moderately possessed problem solving skills required for employment opportunity. The respondents were of the opinion that identify a problem, and understand the problem in a high extent, technicalities in solving problem, analytical thinking, ability to gather resources to solve problem, ability to

make quick decisions, researching skills, ability to analyse a situation, contribution in solving problem, and ability to recognize the emotions of yourself and others are the problem solving skills required for employment opportunities. The results of the analysis imply that the respondents moderately possessed the problem solving skill according to their aspirational level.

Test of Hypotheses

H0₁: There is no significant relationship between technological skills and employment opportunities of Business Education students in Ondo State.

Table 3: Pearson Product Moment correlation showing relationship between technological skills and employment opportunities of Business Education students.

Variables	N	Mean	r-cal	P.Value	Decision
Technological Skills	166	9.2289	.871**	.000	Significant
Employment Opportunities	166	21.3012			

The result in Table 3 revealed that Pearson Product Moment correlation coefficient was ($r=0.871$, $P = 0.000 < 0.05$), indicating that there is high positive relationship between technological skills and employment opportunities of Business Education students. Since the p value of 0.000 is lesser than 0.05 level of significant, hence the null hypothesis 1 is rejected. There is significant relationship between technological skills and employment

opportunities of Business Education students in Ondo State. This connote that the technological skills of business education students have to do with their employment opportunities in Ondo State.

H0₂: There is no significant relationship between problem solving skills and employment opportunities of Business Education students in Ondo State.

Table 4: Pearson Product Moment correlation showing relationship between problem solving skills and employment opportunities of Business Education students.

Variables	N	Mean	r-cal	P.Value	Decision
Problem Solving Skills	166	9.9096	.910**	.000	Significant
Employment Opportunities	166	18.9036			

The analysis in Table 4 revealed that Pearson Product Moment correlation coefficient was ($r=0.910$, $P = 0.000 <$

0.05). This implies that the relationship between problem solving skills and employment opportunities of Business

Education students is positive and significant. Therefore, the null hypothesis 2 is rejected. There is significant relationship between problem solving skills and employment opportunities of Business Education students in Ondo State. This means that the problem solving skills of business education student determine their employment opportunities in the labour market.

Discussion of Findings

Findings revealed that there is a significant relationship between technological skills and employment opportunities for business education students in Ondo State. The result pointed out that for business education students to be gainfully employed or qualified for any employment opportunities, they are required to have technological skills. The finding supports the study of Ukata and Nmehielle (2021), who revealed that ICT skills and leadership skills as generic skills technologies are highly exposing the employment potential of OTM students in Rivers State and needed critical thinking, creativity, and innovation, as well as technology skills, to be self-reliant in a recessed economy. The finding agreed with the study of Oyinloye, Asonibare, and Oluwalola (2021) and Ubulom and Enyekit (2022), who found that office skills, both hard and soft, are required by OTM graduates for effective performance in modern offices.

Findings revealed that there is a significant relationship between problem-solving skills and employment opportunities for business education students in Ondo State. This implies that problem-solving skills are one of the important skills that business education students must possess to guarantee employment opportunities in the labour market. The findings agreed with the

outcome of the study of Kim, Choi, Sung, and Park (2018) and Riaz, Safdar, Shah, and Malik (2023), who asked stakeholders and policymakers of educational institutions to follow the potential model in the hiring process of faculty members by ensuring qualities like proactive personality, problem-solving skills, and innovative behavior and that problem-solving ability positively influenced innovation behaviour and opportunity perception.

Conclusion

The study concluded that pivotal role that technological skills play in shaping employment opportunities for business education students cannot be underestimated because the significant relationship between technological skills and employment highlights the increasing importance of staying abreast of technological advancements in today's competitive job market. The study also concluded that many businesses are facing with diverse problems, hence, the ability to analyze, innovate, and implement effective solutions becomes a critical asset. Business education students equipped with strong problem-solving skills are not only better positioned to navigate the intricacies of the modern workplace but are also more likely to contribute positively to organizational growth.

Recommendations

The following recommendations are made:

1. The curriculum planners should be fostering a curriculum that emphasizes the development of these skills is crucial in preparing students for the dynamic and technology-driven landscape of the contemporary workforce.

2. Management of colleges of education should promote partnerships between educational institutions and local businesses to create internship and apprenticeship opportunities, allowing students to apply their technical skills in real-world settings.

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