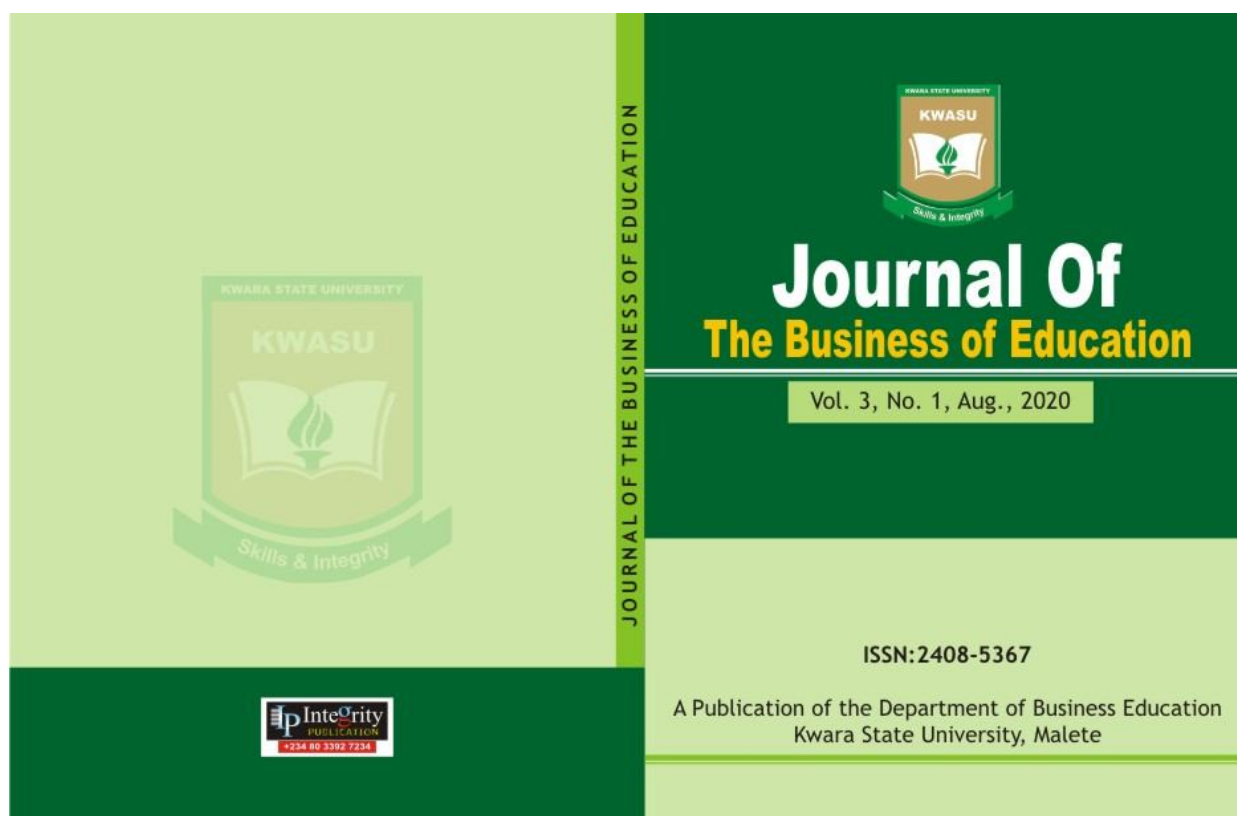


KWASU
Journal of
The Business of Education (JTBE)
Vol.3, No.1, August 2020



ISSN:2408-5367

A Publication of the Department of Business and Entrepreneurship Education Kwara State University, Malete, Kwara State, Nigeria.

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Table of Contents

1. **Effect of Questioning Teaching Method on the Academic Achievement of Students in Business Studies in Oyo State, Nigeria**..... 1-11
Professor T. A. UMORU & OLUWAFEMI Peter Adekunle
2. **Modern Office Automation and Accompanying Challenges to Secretaries in Public Sector**.....12-19
Odusanya Abosede A., Dasaolu Oluronke A. & Soyebi, Gabriel A.
3. **Perceived Entrepreneurship Competencies Required by Business Education Students in Establishing Small Scale Ventures in Kwara State**.....20-28
Ogundele Israel Segun
4. **Business Education Graduate Entrepreneurs' Rating of Marketing and Problem-solving Skills Utilization in Entrepreneurship in North Central States, Nigeria**..... 29-38
Josephat O.C Orah & Prof T.A. Umoru
5. **Relevance of Secretaries' Problem-solving Skills for Improved Job Performance in Ogun State Public Service**.....39-45
Adesanya, Adebimpe Olusola; Sotayo, Olabisi Aishat Taiwo & Bolarinwa, Fehintola Bintu
6. **Perception of Youths of the Effectiveness of Entrepreneurship Training on the Willingness and Strategies to Start-Up Business Venture**.....46-54
Joshua Sule Mamman PhD
7. **Influence of Parental Level of Education on Students' Academic Achievement in Business Studies in Junior Secondary Schools in Adamawa State, Nigeria**..... 55-66
Muhammed Modibbo Buba & Ngozi B. Nwabufo
8. **Achievement Need as a Correlate of Entrepreneurial Readiness of Business Education Students in Colleges Of Education**..... 67-74
Dr Lawrence Femi Ademiluyi & Salami, Sarafadeen Segun
9. **Business Education in Nigeria: Challenges and Way Forward for National Development**.....75-80
Dr. Olatoye, Adeolu. O, Ojeyinka, A. Grace And Ogunleke, Matthew. O.
10. **Influence of Continuous Assessment on Students' Academic Performance**.....81-87
LAWRENCE Adebowale Oludare & Oba Rasak Bolanta
11. **Quality Assurance in Teaching and Learning of business Education Programme At Colleges of Education in Nigeria**.....88-99
Yisau Abiodun, BABALOLA, Rashidat TIAMIYU & Edward Gbadebo ADEWOLE



12. **Strategic Marketing Practice, a Panacea for Achieving Greater Organization Performance in Nigeria Telecommunication Industries.....**100-111
AKANNI, Lanre Fatai, OBA, Rasak Bolanta & ISHOLA, Mohammed Bello
13. **Effects of Peer-Tutoring Teaching Strategy on the Academic Achievement of Business Studies Students in Oyo State.....**112-124
Dr. E. C. Okereke, Dr. L. F. Ademiluy & Sunday Adeagbo
14. **Microsoft Access and Publisher Application Competencies of Office Technology and Management Students for Self-Reliance in Polytechnics.....**125-130
Tony-Okeme Acharu Faith
15. **Entrepreneurship Education: A Vehicle for Employment and Employment Generation.....** 131-137
Uwagwu, Ann Mojisola & ²Shuaibu, Nafeesah Oiza
16. **Perceived Influence of Social Media Usage on Creativity and Critical Thinking Skills of Business Education Students in Colleges of Education in Southwest Nigeria.....**138-144
Dr. E. C. Okereke & OLADEJI, Ayinde Dauda
17. **Evaluating Office Technology and Management Curriculum for the Promotion of Verbatim Reporting in Houses of Assembly in South-West Zone, Nigeria.....** 145-154
¹Jbrahim Folahanmi JIMOH and ²Joshua S. MAMMAN PhD
18. **Influence of Business Education on Acquisition of Managerial, Accounting and Financial Management Skills by Students as Rated by Business Educators in Colleges of Education in North-Central Nigeria..** 155-164
¹Sulayman Dauda Gidado and ²Prof. Titus A. Umoru
19. **Microsoft Office Application Competencies Possessed by Office Technology and Management Students in Polytechnics for Employability and Self Reliance in Kogi State.....**165-175
TONY-OKEME, A. F
20. **Effect of Inquiry-Based Teaching Methods on Business Education Students' Academic Performance in Universities, Nigeria.....** 176-185
Prof. Titus A. Umoru, L.F. Ademiluyi, PhD & Timothy O. Eebo
21. **Impact of Technologies on Teaching and Learning of Business Education Courses in Tertiary Institutions.....** 186-191
Ojo, Ajibola Elisha, Bashir Funsho Muraina

22. **Effect of Individualised Instruction on the Academic Performance of Pupils’ in Basic Science and Technology**..... 192-200
Usman Tunde Saadu Ph.D
23. **Entrepreneurship Education and Youth Empowerment in Contemporary Nigeria**.....201-207
Ojo, Ajibola Elisha, Uwagwu, Mojisola Ann
24. **Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education**..... 208-218
Dr. L.F. Ademiluyi, O.O. Olawuyi
25. **Maintenance Strategies for Business Education Teaching Facilities in Tertiary Institutions**.....219-228
Michael Olaitan Kehinde, Joshua Sule Mamman PhD
26. **Administrative Skills Possessed by Office Technology and Management Graduates for Effective Work Performance in Federal Polytechnic, Bida, Niger State**..... 229-236
Adakole Enonche, Kolo Joshua, Lasisi Folake Abiodun
27. **Curriculum Design and Implementation Quality Indicators for Quality Assurance in the Office Technology and Management Program of Polytechnics**..... 237-246
Professor T. A. Umoru, Moshood Olayiwola Lawal
28. **Objectives of Business Education for National Development**..... 247-254
Musa, Oladunni Sarah
29. **Utilization of Instructional Resources for Teaching Self-Employment Skill Acquisition by Business Education Students in Tertiary Institutions**..... 255-263
J. F Oyedele PhD and Omotayo D. Adeoti (MABEN)

EFFECT OF QUESTIONING TEACHING METHOD ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN BUSINESS STUDIES IN OYO STATE, NIGERIA

By

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Abstract

The study sought to determine the effect of questioning teaching method and gender on the academic achievement of students in business studies. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Quasi-experimental research design was used. The population of the study comprised all Junior Secondary 2 business studies students in Oyo state. Purposive sampling technique was used to select 75 students for the study. The instrument for data collection was a researcher designed Business Studies Achievement Test (BSAT) which was validated by three experts. A reliability co-efficient of 0.84 was obtained for the test items using Kuder-Richardson (KR20). Mean was used to analyse data relating to research questions while analysis of Covariance (ANCOVA) was used to test one hypothesis generated at 0.05 level of significance. Findings revealed that students taught business studies using questioning teaching method performed better with higher post-test mean scores than those taught using conventional teaching method. Also, findings from the hypotheses tested indicated a significant treatment effect of questioning teaching method on the academic achievement of students in business studies while the interaction effect of teaching methods and gender was not significant. It was recommended that business studies teachers should adopt questioning method in their teaching so as to improve students' academic achievement in business studies.

Keyword: Academic achievement, Business studies, Questioning teaching method.

Introduction

Teaching is a complex activity that it involves the subject matter, methods and materials, as well as human being who possess physical, emotional, psychological and intellectual reactions. Smith (2016) remarked that teaching is the process of attending to students' needs, experiences and feelings with the aim of assisting them in learning particular concepts and subjects.

These students' needs, experiences and feelings according to Smith (2016) could not be controlled or improved without effective use of appropriate teaching methods which in turn supports learning. One cannot discuss teaching without mentioning learning, Iyiola (2012) defined learning as a permanent change in behaviour and it happens after an experience. Lawal (2013) conceptualized learning as continuous process of thinking, acting, doing and responding

to different situations. Hence, both definitions are affirming that the change in learners' attitude becomes permanent.

It should be noted that learning connotes a modification of behaviour as a result of practice (experience) therefore skill subject like business studies require practice as the learner's behaviour would be modified towards business and opportunities that business offers. Adeagbo, Mafikuyomi and Oluwafemi (2015) affirmed that the most singular important variable in classroom used in modifying learners' achievement and attitude towards skill subject (Business studies) is teaching method. Ikeoji, Agwubike and Disi (2007) are of the view that there is no best method or technique of teaching for all subjects but a carefully designed method in the hands of a skillful teacher with intelligent analysis of teaching learning process can enhance effective learning therefore Concordian (2017) identified various teaching methods to include but not limited to authority (lecture method, demonstration, coaching, training, etc), facilitator or activity style, (self-discovery, programmed instruction, questioning, assignment, cooperative learning etc), delegator or group style (team teaching, micro teaching etc), and hybrid or blended style.

One of these instructional methods is the central focus of this study and this is discussed with particular reference to questioning teaching method.

Questioning method is a participative teaching strategy which can be used singly or combined with other methods. It is a method of using well designed questions to lead learner to fact and concept that the teacher intends to teach. It is called questioning method because it provides that the teacher did several questions and allows learners to ask as many questions as possible. Ashlyann (2015) opined that one metacognition technique being used to aid comprehension is questioning method. The author defined metacognition as knowing about thinking.

This thinking according to Oluwafemi (2018) is very important to business studies students particularly in the present world of competitiveness in business. Critical thinking gives one a comprehensive view of how the mind functions (in its pursuit of meaning and truth) and Socrates' questioning takes advantages of that pursuit. It then follows that the quality of question being asked by the student is a function of their thinking this statement is supported by the opinion of Iyiola (2012) that deep questions drive our thought underneath the surface of things, force us to deal with complexity. He argued further that questions of purpose forced us to define our task, questions of information forced us to consider our source and quality of our information, questions of assumption forced us to examine what we are taking for granted while questions of implication, point of view, relevance, accuracy, precision, consistency and logic questions compelled us to figure out where our thinking is going, examine our point of view, discriminate what does and what does not bear on a question, evaluate and test for truth and correctness, give direction and consider how we are putting our thoughts and reasoning together in order to make sense respectively.

Wilson and Smetana (2011) opined that when teacher asks questions and allow students to ask their numerous questions while guiding the students, it goes a long way in helping students to become more independent in acquisition of skills and in using the skills. Also Rouse, Alber-Morgan, Cullen and Sawyer (2014) was more affirmative when they concluded that the use of questioning technique increase the comprehension of fact and independence level of students. While corroborating the views of Wilson and Smetana: Rouse, Alber-Morgan, Cullen and Sawyer, Ashlyann (2015) noted that questioning technique is an easy way to improve learners' ability to understand information on their own and that when applied properly, students do benefit immensely from the use of self questioning techniques.

Looking at the literature closely it is observed that one of the chief advantages of questioning technique is critical thinking and independent reasoning, if will want to engage the learners in thinking in classes teaching need to stimulate them with questions that will yield

further questions. Ahmadi, Ismail and Abdulahi (2013) affirmed that irrespective of the level of students' learning and comprehension of the material being taught, effective use of metacognitive method like questioning will still improve it better. Therefore, as teachers we need to correct what previous schooling has done to the thinking of our students and resuscitate their intelligence by using questioning technique.

Questions are asked for a number of reasons, researchers in this aspect; Open Educational Resources (OER, 2012), Beyond Penguins (2017) and Teaching Centre (2017) have advanced a lot of reasons for asking questions in the classroom. OER (2012) asserted that questions are asked in class to interest, engage and challenge learners, check the learners' previous knowledge and understanding, resuscitate recall, mobilizing existing knowledge so as to create new comprehension and meaning, assist learners to expand their thinking from concrete and factual learning to analytical and evaluative learning, promote reasoning and problem solving. This aspect of problem solving is very important in today's business environment, it has to do with applying learning to solve real life and complex problems and this can be instilled in the learners through questioning. Alena and Marina (2012) while supporting OER noted that it is a form of problem-based teaching and learning that promotes critical thinking, self-learning skills, lifelong learning, self-achievement, self-regulation, self-efficacy, communication and interpersonal skills in the students. All these skills are equally needed in today's business environment particularly for self reliance, for instance Adeagbo and Oluwafemi (2017) found out that interpersonal skills are highly needed for revamping depressed economy.

Beyond Penguins (2017) opined that the purpose of asking questions in the class room is to ensure active participation of students in the subject being taught, increase their motivation, evaluate their preparation, evaluate their completion of work, nurture their insight, stimulate independent learning and assess mastery of goals and objectives of teaching –learning process. They supported OER by concluding that questions are asked in other to review previous lesson and develop critical thinking skills in the students. The Teaching Centre (2017) also supported OER and Beyond Penguins when they asserted that open questions are asked in teaching learning situation in other to asses learning, clarify vague comments, stimulate student to explore values and attitudes, assist students to see a concept from another perspective, direct students to respond to one another, prompt students to investigate a thought process, allow students to predict possible outcomes, assist students in connecting and organising information and apply a principle or formular and to ask students to illustrate a concept with an example. This suggests that questioning is very important in classrooms.

Ryan (2015) also opined that students exposed to high Questioning (HQ) performed better in geography than those exposed to low questioning (LQ) hence it can be deduced that the use of questioning method has positive effect on students' academic achievement in geography. Also, in another study conducted by Gordon, Bernadette, Thomas and Herbert (2015), it was discovered that the use of high cognitive questioning strategies has a small positive medium effect on learning measure. This also shows that questioning has positive effect on students' academic achievement. Another effect of Questioning as a teaching strategy concentrated on students' involvement and level of questioning indicated that high level of students' involvement and high questioning strategies supports effective learning and yields high academic achievement in social studies (Ryan, 2015). This review showed that most of the researches conducted on programmed instruction, questioning and assignment in recent times centred mainly on science and social sciences, there is therefore the need to conduct similar research in vocational and technical education subjects like business studies hence this research.

Academic achievement has been defined by many authors. For instance, Wikipedia (2017) defined academic achievement as the extent to which a learner, teacher or an institution is achieving or has achieved their overall educational goals. The authors posited further that it is

commonly measured through examinations or continuous assessment and there is no agreement on the best way to assess it. This definition also supports that of Emaikwu (2012) who opined that academic achievement is used to measure students' success in educational institutions or how well students meet standard set out by institutions or examination bodies. This definition suggests that academic achievement is a measure of students' and teachers' attainment of educational goals irrespective of methods and perspectives of measurement. Academic achievement or performance have been described by Williams (2018) as a measure of students Grade Point Average (GPA), abilities to hold leadership positions, skill acquisition, impressive scores at intelligent quotient (IQ) tests and extra-curricular accomplishment. This definition suggests that academic achievement is an assessment of what students are capable to do within and outside the school system. It then follows that when students demonstrate knowledge of the subject matter, they should be able to apply their knowledge to solve real life problems.

Academic achievement is a multifaceted concept that indicates the extent to which students have accomplished specific goals that were the focus of the activities in the instructional process in schools, college and higher institutions of learning. Recarda, Anja, Anne and Linda (2017) asserted that the definition of academic achievement depends on the indicators used to measure it and these indicators include declaration knowledge acquired in an educational system, grades in an educational achievement test and cumulative indicators such as certificate, diplomas and degrees. The authors argue further that academic achievement play important roles in student's life. For instance, it determines whether a student will have opportunity to continue his/her education, influences one's vocational carrier after education provides information required to analyze the strengths and weaknesses of a country's educational system and guides to formulation of educational policy. It is not surprising to observe that academic achievement in one of the research focus of many psychologists and those in educational discipline hence one of the major variables in this study.

Academic achievement is determined by a number of factors, one of them is gender (nature), perhaps, another determinant of students' academic achievement is environment and gender (nature and nurture). (Federal Republic of Nigeria FRN, 2013) maintained that there should be equal educational opportunities for all citizens irrespective of their genders. Students' gender may have effects on their performance in business studies. Abubakar and Uboh (2010) defined gender as the property that distinguishes organism on the basis of their reproductive roles as female or male.

Oppong (2013) argued that it is not genetic factors that have created any difference in academic achievement between girls and boys in science education and occupation but, Kessels, Heyder, Latsch and Hannover (2014) asserted that boys typically exhibit lower competence in reading compared to girls but they exhibit higher competence in school subjects related to mathematics and it is more related to differences in motivation-related variables emerging during the school years.

Teacher gender may affect students preference for Vocational and Technical Education, Andrean and Belinda (2014) linked interest in school subjects to teacher gender and they reported that teacher gender has impact among girls and that if girls are taught mathematics by female teacher, they show much interest in the subject than when they are taught by male teacher.

From the fore going, it is observed that there are conflicting reports on gender related differences in school achievement and career choice. For instance, a study conducted by Esiogbu (2011) showed that there is no gender related differences in academic achievement between male and female students.

Business studies as a school subject involves the acquisition of basic business skills and *litteracies*. Business Studies is one of the commercial subjects being taught in secondary schools.

In fact, it is the major aspect of commercial literacy at the junior secondary school level of education in Nigeria. The curriculum online (2017) defined business studies as that part of curriculum which enable the learner to make better informed decision in the everyday business of living which in turn contribute to the learners understanding of the business world, encourage a positive attitude to enterprise development and develops appropriate skills in the field of business.

These aims and objectives of business studies are capable of equipping the learners with super economic powers that is presently needed in the present modern environment and it is suggesting that there is the need to apply innovative methods in teaching the subject. This study therefore sought to examine the effects of questioning as a teaching strategy on the academic achievement of students in business studies particularly in Oyo state.

Statement of the problem

The major aim of teaching business studies as a commercial subject is to enable learners acquire knowledge, skills and attitudes that would be relevant to their future livelihood or means of living in the business world. It is designed to fostering students' positive attitudes towards appreciating the usefulness and relevance of business skills in the present modern day business environment. The researchers noted that despite the efforts of government and laudable aims of teaching business studies, the result and skills exhibited by Junior Secondary School students in the subject is not encouraging as there is a situation of poor performance of students in the subject particularly in the aspect of keyboarding and book-keeping (NECO, 2018). The situation of poor performance in business studies is becoming more worrisome to the educators and stakeholders because it is the bedrock of commercial education at the senior secondary level of education and this has over the years resulted in poor academic achievement of students in final examination as reported by WAEC (2008) cited in Ameyaw and Anto (2018).

Many reasons have been advanced to this phenomenon by researchers and educators. For instance, Ameyaw and Anto (2018) opined that it is caused by poor reading habits whereas authors like Obidile, Amobi, Uzoekwe and Akuzilo (2017), Eze, Ezenwafor and Molokwu (2015) and Enu, Agyman and Nkum (2015) maintained that it is caused by wrong teaching methods and deficiency in the teaching methods adopted by the teachers. According to them, the teachers usually adopted teacher-centered method which in turn results in frustration and poor participation of the students and hence the method do not yield desired results as it has produced more failures in school subjects.

It is observed that most of the researches conducted focused on the causes of poor academic achievement of students in school subjects and are conducted in different environment rather than on questioning teaching method and in the present environment, hence the need for this study.

Purpose of the study

The main purpose of this study was to determine the effect of questioning teaching method on the academic achievement of students in business studies. Specifically, the study examined;

1. The effect of questioning teaching method on the academic achievement of business studies students in Oyo state.
2. The effect of gender on academic achievement of students taught with questioning teaching method

Research questions

The study addressed the following research questions

1. What is the effect of questioning teaching method on business studies students' academic achievement in Oyo state?
2. What is the effect of gender on the academic achievement of business studies students taught with questioning teaching method?

Research hypothesis

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference between the pretest and post-test achievement mean scores of students taught business studies using conventional teaching method and those taught using questioning teaching method
2. There is no significant difference between the pre-test and post-test achievement mean score of male and female students taught business studies using questioning teaching method

Method

The study adopted quasi experimental research design in which intact class of 75 junior secondary school II business studies students were used for the study. The major instrument used for data collection was a Business Studies Achievement Test (BSAT) containing 40 test items developed by the researchers. It was face validated by two research experts and was pilot tested by using 40 students who were not part of the selected sample after which the scores obtained were treated using Kuder-Richardson (KR20) instrument. A reliability co-efficient of 0.84 obtained indicates that the instrument was reliable.

The pre-test was administered on both experimental and control groups after which students in the control group were treated using questioning teaching method for four weeks which implies that the experiment lasted for four weeks. At the end of the treatment, post-test was conducted on the two groups to determine the differences in the academic achievement.

Mean was used to answer the research questions while the hypotheses were tested using analysis of covariance (ANCOVA). Any method with higher mean is adjudged to be better than the other with lower mean score while the hypothesis will be rejected if the calculated F-value is less than F-critical at 0.05 level of significance but if it was greater at 0.05 level of significance, it was not rejected.

Results

This section presents analysis of data collected in the study based on the research questions and hypotheses.

Research question 1: What is the effect of questioning teaching method on business studies students' academic achievement in Oyo state?

Table 1: Mean achievement scores of students taught Business studies using Conventional Teaching Method (CTM) and Questioning Teaching Method (QTM)

| Group | N | Pre-test X_1 | Post-test X_2 | Mean difference X_D |
|-----------------|----|-------------------|--------------------|--------------------------|
| Control | 36 | 32.85 | 36.40 | 3.55 |
| Experimental | 39 | 34.68 | 52.49 | 17.81 |
| Mean difference | | 1.83 | 16.09 | 14.26 |

Table 1 shows control and experimental groups post-test mean achievement scores of 36.40 and 52.49 respectively with mean difference of 3.55 and 17.81 respectively in favour of experimental group. The result shows that the students in the experimental group had higher mean achievement scores than those in the control group and they have higher mean difference.

Research question 2: What is the effect of gender on the academic achievement of business studies students taught with questioning teaching method?

Table 2: Mean Achievement Test Scores of Students in Business Studies by Gender

| Groups | N | Pre-test (X_1) | Post-test (X_2) | Mean difference ($X_2 - X_1$) |
|--------------|----|--------------------|---------------------|---------------------------------|
| Control | | | | |
| Male | 16 | 31.80 | 41.60 | 09.80 |
| Female | 20 | 33.25 | 43.80 | 10.55 |
| Experimental | | | | |
| Male | 17 | 31.93 | 54.55 | 22.62 |
| Female | 22 | 36.83 | 51.25 | 14.42 |

Table 2 shows that the mean post-test achievement score of both gender increased but the mean difference between genders favour male gender which shows that both male and female students benefited from the treatment but male students benefited more than the female students.

Test of hypotheses

Hypothesis 1: There is no significant difference between the pretest and post-test achievement mean scores of students taught business studies using conventional teaching method and those taught using questioning teaching method

Table 3: ANCOVA summary of Conventional Teaching Method and Questioning Teaching Method on students achievement scores in business studies.

| Source | Type III Sum of Squares | Df | Mean square | F | Sig. | Partial Eta Squared |
|-----------------|-------------------------|----|-------------|--------|------|---------------------|
| Corrected model | 6029.442 ^a | 2 | 3014.721 | 35.663 | .000 | .498 |
| Intercept | 3064.512 | 1 | 3064.512 | 36.252 | .000 | .335 |
| TREATMENT | 4278.939 | 1 | 4278.939 | 50.618 | .000 | .413 |
| PRETEST | 1327.571 | 1 | 1327.571 | 15.705 | .000 | .179 |
| Error | 6086.478 | 72 | 84.534 | | | |
| Total | 163182.000 | 75 | | | | |
| Corrected Total | 12115.920 | 74 | | | | |

a. R Squared=.498 (Adjusted R Squared=.484)

Table 3 shows that there was a significant difference between the post-test mean achievement scores students taught business studies using conventional teaching method and those taught using questioning method ($F_{(1,72)} = 50.618, P < 0.05, n^2 = 0.413$). This implies that treatment has significant Mean effects on students achievement in business studies with an effects size of 41.30% thus, null hypothesis was therefore rejected.

Hypothesis 2: There is no significant difference between the pre-test and post-test achievement mean score of male and female students taught business studies using questioning teaching method

Table 4: ANCOVA summary of on effect of gender on the academic achievement of students taught business studies using Questioning Teaching Method.

| Source | Type III Sum of Squares | Df | Mean square | F | Sig. |
|------------------|-------------------------|-----|-------------|--------|------|
| Corrected model | 31896.046 ^a | 8 | 3014.721 | 35.663 | .000 |
| Intercept | 16147.874 | 1 | 3064.512 | 36.252 | .000 |
| TREATMENT | 21521.811 | 3 | 4278.939 | 50.618 | .000 |
| PRETEST | 5520.850 | 1 | 1327.571 | 15.705 | .000 |
| GENDER | 441.779 | 1 | 441.779 | 3.580 | .060 |
| TREATMENT GENDER | 552.444 | 3 | 184.1481 | 1.492 | .218 |
| ERROR | 23691.178 | 192 | 123.392 | | |
| TOTAL | 690636.000 | 201 | | | |
| CORRECTED TOTAL | 55587.224 | 200 | | | |

a.R Squared = .574 (Adjusted R Squared = .556)

Table 4 shows that there is no significant different between the post-test mean achievement score of male and female students taught business studies using questioning teaching method ($P > 0.05$). This implies that gender has no significant effect on students' academic achievement in business studies. Therefore, null hypothesis was accepted.

Findings

Research Question one sought to determine the difference between academic achievement of students taught business studies using Questioning Teaching Method and those taught using Conventional Teaching Method. Findings revealed that students taught business studies using questioning method achieved higher post-test score than those taught using Conventional Teaching Method (CTM). The mean difference of the experimental group is 17.81 and this is higher than that of control group which is 3.55. This finding agrees with that of Ashleyann (2015) who reported that questioning method improves meta-cognition and comprehension of students and supports better understanding of the subject being learnt by the students and enables them to create various questions that kept them engaged with the reading texts. This finding is also in line with that of Beyond Penguins (2017) which confirmed that the purpose of asking questions in the class room is to ensure active participation of students in the subject being taught and improve their motivation for improved academic achievement. This could be possible because the strategy promotes critical thinking and self-learning skills which allow students to make judgments and form self-opinion about what is being taught and in turn enable them to reproduce it whenever they are required to do so.

Furthermore, findings in Research question two indicates that male and female business studies students taught using questioning teaching methods differs significantly in their post-test scores. This implies that this method was effective and has the potentials of improving students' academic achievement in business studies irrespective of gender. It also shows that there was slight difference between the academic achievement of male and female students in business studies using the method. This finding agrees with the findings of Dania (2014) and Eze, Ezenwafor and Obidile (2016) that reported that gender (male and female) has no significant effect on students' academic achievement in school subjects. However, the finding disagrees with the findings of Salami (2013) who reported that gender do significantly affect academic

achievement. Therefore, it is confirmed in this study that gender does not significantly affect students' academic achievement like teaching methods.

Finally, the null hypothesis except hypothesis 2 were rejected which implies that a significant difference exist between pre-test and post-test mean achievement scores of students when taught with questioning as against conventional teaching methods. However, gender do not significantly affect students' academic achievement in business studies.

Conclusions

The findings of the study show that questioning teaching method have positive effects on students' academic achievement in business studies and that if teachers can use the method in the teaching learning process, students will acquire and possess in-depth knowledge and skills to help them demonstrate the concept for good achievement in test and examination as well as in daily practical activities.

The researchers also observed that when questions are properly asked, it has the potential of enhancing the academic achievement of students. This implies that if teachers can apply questioning teaching method effectively in their classes, it would positively enhance students' academic achievement. Also, from the findings of the study, it is concluded that the teaching method favoured both male and female students equally and hence it is effective in instructional delivery in business studies irrespective of gender.

Recommendations

Based on findings from this study, the following recommendations are made.

1. Teachers of business studies should adopt questioning teaching method in their classes because the method is capable of stimulating students learning outcomes.
2. Business studies teachers should adopt questioning teaching method in their classes because the method can stimulate learners thinking habits.
3. There should be effective and adequate operation of questioning teaching method in business studies classes by the business studies teachers.
4. Teachers of business studies should acquire the knowledge and skills of questioning teaching method through in-service training, conferences and seminars in order to adopt the method.
5. Teachers of business studies should acquire the pedagogies needed to implement questioning teaching method through conferences, seminars. Interactive sections with senior colleagues and workshop for effective application of the method.
6. School administrations should encourage business studies teachers to use questioning teaching method by providing an enabling environment and sponsoring in-service training that can equip them with pedagogies and competencies needed in the use of the teaching method.

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MODERN OFFICE AUTOMATION AND ACCOMPANYING CHALLENGES TO SECRETARIES IN PUBLIC SECTOR

By

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Abstract

Secretaries are fundamental of every organization. Their roles and involvement in the organizational activities cannot be underestimated as they are considered valuable in the society. Very important information goes through the secretary almost every time which are germane to the successful running and achievement of the organizational goals. As a result it becomes very important for this group of employees to acquire the skills and competences required for modern information processing by taking the advantages which new technology has provided. In spite of the huge opportunities presented by modern technologies, modern office secretaries seem to encounter series of challenges in its adoption as well as utilization. Upon these premise, this study x-ray the emergence of ICT in the business organization, Information and Communication Technologies, the roles of secretaries in an organization, ICT and secretaries, office automation and accompanying challenges to secretaries, and also the challenges of modern office technology to present day. The review concluded that new technology which has to do with the utilization of computer systems and software, and other internet facilities in service delivery seems to have presented some huge challenges to the present office secretaries. It was recommended among others that modern office secretaries should be regularly introduced to emerging technologies which are required in efficiently achieving their daily tasks. Also, modern office secretaries should be effectively engaged via training in the use of every new technology that is relevant and related to their office activities; and that organizations should ensure provision of all modern equipment and facilities to the office of the secretaries.

Introduction

The early years of the secretarial profession was limited to typing, writing and transcribing of shorthand only. Nowadays, the practice has gone far beyond these, it now involved functions as sorting and retrieving of information, passing on information and so on with the help of manual electronic equipment. Majorly, the secretary handles more office jobs, makes and takes decision on behalf of his/her organization, some of these duties require extensive use of the technological facilities. The continuous emergence of new information and communication technology raises inevitable challenges and controversies about the future of the office secretaries in information and communication technology era.

This enhanced greater connectivity in the work place and has significant enhancement of employment opportunity in the area of office automation (Onwukwe & Aliche, 2012). The key feature of modern technology is its ability to deal with information in one form or the other.

Emergence of ICT in the Business Organization

The world of modern office automation technology is changing rapidly growing as a result of technological development. This is a very wide departure from the traditional business enterprises to the evolution of international and multinational organizations in Nigerian



economy (Adedoyin, 2010). Some of the national establishments have acquired and installed modern office automation in the public sectors.

Technology changes in our environment coupled with competition within a particular industry or in the society account for the reason why secretaries should engage in training and development to meet up with the challenges (Akpomi, 2003). This is as a result of the need to match changes in structure, policies, technology, processes and producers with the needed performance, attitude and behaviors (Otobo & Makeri-Yahaya, 2002).

Information and Communication Technology (ICT)

Information and Communication Technology (ICT) have been growing rapidly in developed and developing countries. ICT has been revolutionizing the way in which people in these countries operate in their various organizations both in the public and private sectors. ICT has changed the administration, governance, education, business competitiveness and global operations in them. In Nigeria today, the application of ICT is much more extensive and noticeable in the private sector. The areas of application cover nearly all the activities of the Tertiary Institutions (Akpomi & Ordu, 2009). The major users include all Polytechnic, Universities and College of Education. (Appah & Emeh, 2011).

The vital roles which secretaries are meant to play as the custodians of office information necessitate the proper training of secretaries in order to cope with the obstacles pose by ICT. According to Gabriel (2003), “The only things that evolve themselves in an organization are disorder, friction and malperformance”. He went further or to say that given the criticalness of information technology, it is peremptory that no organization can allow the development of this applied science to evolve by itself. Technology stripped of all technical jargon, is a tool applied by people to solve problems for people (Atakpa, 2010). Therefore, there should be no doubt in the minds of people that those who claim to have knowledge of working and know how to apply the tool really know what they are doing and that this level of competence as well as their conduct is confidence deserving”.

In the same vein, any secretary who has the ability to cope with the challenges of this era of information and communication Technology (ICT) can be confident to claim a professional. The secretary by implication occupies a very central position in any organization and this makes his/her presence felt by all. The advancement in information technology has revolutionized the secretarial profession thereby creating an enormous challenge for the secretaries (Boladele, 2002). New office system is now evolving leading to new career structures for secretaries and new allocation of functions for high productivity. In view of the above, this chapter seeks to critically analyze some related literatures that appear to have some theoretical relevance to this research work.

Furthermore, Information and Communication Technology is the use of computers and telecommunications to create manipulate and distribute enlightenment and entertainment. Information and Communication Technology has penetrated to the core of our professional lives. Akinola (2003), defined Information and Communication Technology as the electronic processing of information, using computer based system for data gathering, manipulating and storing through the aid of related soft wares as MS DOS, Microsoft word, Page maker, Internet service, Networking.

There are few aspects of our lives which are not affected by ICT. In the office, factory and home, visiting a bank, garage and many other places, it is used to carry out transaction, provide information; record data make decisions and perform in a very increasing range of task. Lucy (1987) stated that IT is the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numeric information by a microelectronic based combination of computing and telecommunication” (Chukwumezie, 2002). Office automation is a recent nomenclature for

secretarial studies in Nigeria. As the name implies the emphasis has shifted to the graduates understanding and use of new technologies in automated work place.

Ways Technology Affected Secretarial Profession in Public Sector

1. The use of modern word processing machines starting from electronic typewriter through memory writer to computer.
2. The speed and accuracy with which document are produced are unraveled in the history of human skills.
3. Technology has eliminated wastage of secretary's time by saving the time he spends on routine job such as creation of files, storage and retrieval of such files.
4. Technology has enriched secretarial job and this enrichment has resulted in job satisfaction for secretaries.
5. Technology has broadened the scope of secretarial profession.
6. Technology has brought secretaries to focus and make them important members of the organization.
7. Technology has brought the whole world to the secretaries table; he takes the organization to the world and bring the world to the organization.
8. Technology has increase the secretary's productivity. A secretary, while attending to a visitor may as well set a computer.
9. Technology has increased the secretary job opportunities and expand his areas of specialization. In addition to the conventional duties of a secretary, a secretary can now be engaged as an information manager, computer operators or chief executives.

The role of Secretaries in an Organization

Many definitions have been given to the word "secretary". Some people refer to the secretary as a typist, others refer her as a part of the clerical team in an office, some other people see secretary as a receptionist and some the "mind" of the boss. According to Akinola (1999), a secretary is an important officer in any establishment, who is sometimes regarded as the life wire of an organization, adding that the contribution and effectiveness of a secretary can either enhance or diminish the efficiency and effectiveness of an organization.

Aromolaran (1998), described the secretary as the office manager and the administrative officer who co-ordinates and manages both the human and material resources of an organization. The secretary can be seen as a vital link in any organization and one who is in charge of the daily clerical and administrative activities in the organization. She exercises initiative, judgment and makes decision within the scope of here assignment, duties or authority. She also types letters, memos, and performs any other form of data entry into the computer or typewriter and brings out a mailable copy.

The secretary has the prime function to be of assistance to her boss. According to Kaun (2001), the function of the secretaries are as follows:

- Performs general office work in relieving executives and other company officials of minor executives and clerical duties.
- Take dictation using shorthand or a stereo-type machine.
- Transcribes dictation or the recorded information reproduction on a transcribing machine.
- Make appointment for the executives and reminds him of them.
- Interviews people coming in to the office, directing to other workers those who do not warrant seeing the executives.
- Make and answer telephone calls.
- Handles personal and important mail, writing routine correspondence on his or her own initiatives.

Also, a secretary is saddled with the responsibilities of supervising other clerical workers and lower secretarial staff while other functions include; making travel arrangement, recording, filing, and retrieving information, ordering and controlling office stationery, keeping the boss diary, operating several office machines, handling the petty cash, following up on jobs, sourcing and getting information, organizing and managing the office. Organizing and attending meetings including the preparation of agenda and minutes of meetings. Generally, relieving the executives of many of their routine business and private matters. Establishing procedures and practices to ensure confidentiality and security of information. Organizing conferences and social activities etc.

The Problems Secretaries Encounter in using Modern Office Automation in Public Sector

Secretaries have a lot of problems facing them, thus ranges from lack of adequate training programme, lack for modern working equipment, poor reward, poor working condition.

1. Lack of Equipment:- In a recent research by Abanibe et - al (1996), it was found out that the inability of some secretaries in some organizations to perform up to the marginal level was due to lack of equipment for their training and development.
2. Lack of Fund: - The organization cannot survive or carry out their functions without the provision of adequate financial resources.
3. Inadequate Reward: - Inadequate rewards to trained secretaries is an economic problems of secretaries in some organizations.

ICT and Secretaries

The emergence of information and Communication Technology (ICT) has given a new improved life to communication in the office, factory, banks, hospital, hotel, supermarket, and garage or at home. As information and communication technology (ICT) continues to expand in office across the nations, the role of the secretaries has greatly evolved. Office Automation and organizational restructuring have led secretaries to assume a wide range of new responsibilities once and reserved for managerial and professional staff. Secretaries now need to be provided with training and orientation, conduct research on the internet and learn to operate new office technologies. This will enable the secretary to work along with other staff and meet the challenges of modern office.

There is no doubt that the secretary remains the life-wire of any organization. Contributions and effectiveness of a secretary depends on how he/she can cope with the modern technologies. However, with the development of new technology, secretarial profession is becoming increasingly challenging and more sophisticated that the common traditional roles of a secretary are gradually being faced out. Secretaries are responsible for a variety of administration and clerical duties necessary to run an organization effectively. They serve as information charring house for an office, schedules an appointment, provide information to caller, organize and maintain paper and electronic file, manage project, and provide correspondent. Secretaries are aided in these tasks by a variety of office equipment such as computer, photocopier, and telephone systems. In addition, secretaries increasingly use personal computer to run spreadsheet, word processing, database management, desktop publisher, and graphic programs. Tasks previously handled by managers. Hence, this study has been designed to bring to light the veracity of ICT and the challenges and how a secretary could meet up with these challenges.

Office Automation and Accompanying Challenges to Secretaries

Office Automation: Many aspect of officer work has been automated to a greater extent. Office Automation means the configuration of all-electronic office machines and equipment needed for

effective running of an office. A good secretary is expected to have the basic skills needed to operate those machines and equipment. Automation in any form is always aimed at high productivity which gives room for systematic changes and structural adjustments that new innovation has brought about. The end products of office automation include: Word processing, Telex services, Faxing, Email services, Telephone, Networking, Video conferencing, Intranet etc. it is expected that modern secretarial must be able to close up this technological gap created by improvement on office automation.

Electronic Mail Service: This is a system in which messages are communicated by electronic means rather than by paper-based communication. It can also be referred to as an instant electronic message transfer facility that uses terminals such as personal computers telex terminals etc.

Telex Service and Delivery: Telex is a short form for telegraphic exchange. It is used to send and receive urgent messages in code form over a telegraph or telephone line.

The advent of IT has given a large boost to telex communications systems. As a result, the current telex equipment resembles a desktop PC rather than the outsize, heavy typewriter appearance of teleprinter. Today the telex machine, can store and recall keyed in text and messages, it can edit a text, send or receive messages.

Networking: When micro computers (PCs) are linked by cables you will have what is referred to as network. That is, one of the PCs will be used as a central unit and is usually called the PCs.

Internet: the internet is essentially a large number of connected computers. A computer on the internet can be located anywhere in the world. This means that you can communicate with someone who is connected over the internet no matter where that person lives. The internet contains several different type of information including e-mail, news-group and the World Wide Web. The computers are connected internationally to the internet via independent service providers (ISP). The service provider used by a business center can be called info web" with its location in various points and the server at the main office of the business center or organization.

The World Wide Web (WWW): this is a graphic interface based on a multimedia framework that makes it possible to have text, pictures, video and sound on the page to be accessed from the internet.

Intranet: This is a small version of the net that is used within an office. It is an ideal system for distributing information such as phone products listing and job openings.

Other ICT Network services include Electronic banking and investing: This service allows customers to access banking and investment services via a terminal or personal computer from the comfort of their offices or homes.

Electronic shopping: To use this service, you dial into a network such as prodigy or CompuServe and select the electronic shopping category. A many of major categories of items available is presented and selected one.

Record Keeping and Management: Record keeping and management are integral part of the office activities because the major function of the office will be incomplete when data received are processed and disseminated without adequate safe keeping and easy retrieval. Record keeping and management have evolved from their manual process to electronic process because of information Technology (IT) innovation. Information Technology (IT) has also made possible a completely new approach to the management of records and information system.

Management Information System (MIS): According to Nick (2003) MIS can be defined as a system used to convert data from internal and external sources into formation on the basis of management needs. Because information remains an effective management tool in decision making, it should be managed appropriately. However, every organization does develop its own MIS as it is applicable to its day to day operations. Management information system is an

advanced level of information technology, which is vital to the growth and existence of any organization.

Challenges of Information and Communication Technology to Modern Secretaries

Technological changes in our environment coupled with competition within a particular industry or in the society pose a lot of challenges to modern secretaries. The secretaries, not only have their equipment changed, but also their administrative processes, office routine, management systems are similarly evolving into new forms. Automation has been the order of the day. Electronic typewriter, word processors, and personal computers have replaced manual typewriters and electric typewriters, while fax machine has replaced telex machines. The technology of today will soon give way for the advancement of tomorrow. For that modern secretaries that wish to meet with the tide must continually embark on training in order not to be swept away by the current challenges pose by ICT, every progressive secretary must face the future while leaving for the present.

Secretary's administration is universally acknowledged as an indispensable functional area in the content of business in government, professions, commerce and industry and even in other private and public institutions. In spite of technological development in word processing, micro filing, and the whole gamut of computer technologies, human resources are still an indispensable factor in providing satisfactory secretarial services. Secretaries are the nexus of all managerial and administrative functions since it involves largely information management organizing, planning, coordinating, control, retrieval, dispersal, preservation and feedback. Secretaries encompass everything the manager does but which no manager can do effectively and efficiently without a secretary. Today, secretaries are involved in operating at managerial share of influence where the secretary works in hand with the executive in making managerial work successful through the provision of vital support service. The modern secretary is in fact, a manager. The management functions of getting thing done by other people, to meet pre-determined objectives, certainly form a major part or high level secretarial work.

Concept of Modern Office Automation

Office automation is a new technology. According to Dosweli (1990) office automation is a conglomerate of all the separate office information processing technologies which include: word processing, data processing, micrographics and telecommunications. It also refers to the various automated electronic methods by which information is gathered, processed, reproduced, communicated, stored or protected and retrieved (Popyk, 1985). This includes not only the methods through which office information is processed but also the resources applied to capture, process, deliver and or store office information (Azuka, 1996). Information in this context can be regarded as any meaningful data or any fact or figure capable of providing knowledge.

Word Processing

According to Nwosu and Eleoba (2003) word processing is an electronically processing of alphabetic and alpha numeric information. A word processor consists of keyboard, electronic memory, a display unit and printer. Because word processors are versatile, they can be useful to any person who wants to produce documents such as advertising copy, novels, letters, term papers, scientific papers, legal briefs and any other type of word based documents. They went further to list the functions of word processor as follows: storing, editing information and retrieving text, insertion and deletion of text, underlining using various types of fonts, moving text page numbering and saving. Storing or retrieving texts. However, the capability of a word processor is dependent upon the special features of the application software. Word processing skills have made the work of secretaries more interesting. Even the status and work environment

of secretaries have witnessed tremendous changes. Today's secretaries require the knowledge, skills, attitude and aptitude of words processing to obtain good output in office operations.

Word processing is beneficial to secretaries in the following ways:

The success or failure, status or lack of status of a manager/boss will no longer determine the secretary's position.

It relieves secretaries of the burden or repetitive typing thus making the production of documents less tedious.

It enables secretaries to make additional and meaningful contributions to office tasks.

Micrography

According to Staffady (1998), micrography provides for the storage and retrieval of information through efficient utilization of magnetic storage and electronic transmission. It can therefore be described as the science and technology of creating image of microphotography. These images which are greatly reduced in size are only readable with the help of optical aids like microscopic lenses. Chuwkwmezie (2002) described micrography as modern ways of recording information in electronic data storage device such as microfilm and computer disks. Automation in data storage have modernized the speed such as microfilm information, allowed greater and easier access to large quantities of records without the need to store Papers in bulky filing Cabinets.

Conclusion and Recommendations

This review which focuses on the challenges faced by secretaries based on the introduction of new technologies established a myriad of new information and technological facilities which are very relevant and useful in the day to day activities of modern office secretaries. The emergence of ICT in the business organization has necessitated a lot of changes in the work demands and requirements for effective functioning of a 21st century secretary. With the new ways and methods introduced through modern technologies in the secretariat practices, secretaries are experiencing challenges which accompanies their automated office. It was hence concluded that new technology which has to do with the utilization of computer systems and software, and other internet facilities in service delivery seems to have presented some huge challenges to the modern office secretaries. It was recommended in line with these outcomes that:

1. Modern office secretaries should be regularly introduced to emerging technologies which are required in efficiently achieving their daily tasks.
2. Modern office secretaries should be effectively engaged via training in the use of every new technology that is relevant and related to their office activities.
3. Organizations should ensure provision of all modern equipment and facilities to the office of the secretaries.

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PERCEIVED ENTREPRENEURSHIP COMPETENCIES REQUIRED BY BUSINESS EDUCATION STUDENTS IN ESTABLISHING SMALL SCALE VENTURES IN KWARA STATE

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Abstract

The study investigated perceived entrepreneurship competencies required by business education students for establishing small-scale ventures in Kwara State. Descriptive survey research design was employed for the survey. A total of 205 comprising 39-business education lecturers and 166 entrepreneurs in Ilorin metropolis made up the population for the study. Three research questions and three null hypotheses guide the conduct of the study. The instrument used for data collection was a questionnaire with Cronbach reliability coefficient of 0.86. The method used for analyzing the data collected for the study was mean and standard deviation for the research questions and t-test was used to test the null hypotheses at the 0.05 level of significance. The result of the data collected and analyzed indicated that managerial skill, Information and communication technology skills and marketing skills are required by business education students in establishing small-scale venture as perceived by business education lecturers and entrepreneurs. The result of the test of the null hypothesis showed significant difference in the mean rating of lecturers and entrepreneurs. It was concluded that entrepreneurial skills are highly required for establishing small-scale ventures. It was recommended among others that undergraduates in Business education should strive towards skill acquisition because success and progress in the world of work and becoming self-employed, self-reliant is dependent on the skills and abilities possessed.

Keywords: Entrepreneurship, Competencies, Small Scale, Business Education

Introduction

Entrepreneur's competency is a highly critical factor in attaining excellence in the performance to ensure sustainable growth and success of a venture among a competitive business environment. During the past few decades, the importance of entrepreneurial competency has increased as a result of the strategic role played by the human factors particularly the entrepreneurs of business enterprises. Researchers in the field have reported that entrepreneurship is regarded as a catalyst for economic growth, employment, and wealth creation. Entrepreneurial education is designed to teach the skill and knowledge needed for embarking on new business ventures since it is believed that this would enhance opportunity identification and avoidance of the many pitfalls awaiting those without the relevant skills.

At the international level, young businesses experience a high rate of failure as 20 percent of them would be eliminated by their first year of activity, it reaches to 66 percent by the end of the sixth year (Franco & Haase, 2010). In addition, Driessen and Zwart (2010) stated that 50 percent of businesses would vanish during their first five years of foundation. Without



sufficient performance, a business would not be able to survive, especially in a competitive environment. There are several factors which may influence the business performance, while entrepreneurs pay attention to external factors especially those of financial and nonfinancial for performance improvement. Studies show that there is an indispensable relationship between competencies and business performance (Garcia, 2014). Since entrepreneurial competencies are related to business performance, entrepreneurs must pay a special attention to their competency improvement in order to boost performance (Mitchelmore & Rowley, 2010)

Establishing a new business requires different resources varying from financial to behavioral resources. As it is believed that an entrepreneur could find all the resources in the environment to provide finance, information and social capital, there are some internal factors, which facilitate business startup. Entrepreneurial competency explains the notion or idea for these internal factors. Generally, competency is categorized into knowledge, characteristics and skills (Mojab, 2011). Researchers investigated six types of entrepreneurial competencies in terms of entrepreneurial personality traits, which include opportunity, relationship, conceptualizing, organizing, and strategic and commitment competencies (Man, Lau, & Chan, 2002). Global Entrepreneurship Monitor investigates entrepreneurial competencies through observing and assessing perceived opportunities, capability, entrepreneur's role models all year round and having less fear of failure (Autio, 2005). Studies reveal that according to the nature of competencies, perceived opportunities and capability refer to the skills of an entrepreneur while role models and less fear of failure are targeted to define the entrepreneur's personality (Zali, Bastian, & Qureshi, 2013). Accordingly, in this study entrepreneurial competency are defined as entrepreneur's skills and entrepreneurial personality

Business education is highly rated by many governments since government depends on the development of entrepreneurship. Business education is the major instrument of economic prosperity, growth and development. Education for and about business is a kind of a new concept, which signifies not only a quality education, but also pay attention to the development of an individual's practical ability and competency of students which will make them relevant in the world of work. It is also described as a new method of teaching that promote students innovative spirit, skills and attitudes which consequently make them after graduation to suitable careers and become professional business creator (European Commission, (2003). The role of business education in enhancing entrepreneurial competency is reflected internationally. For instance, the European Commission, (2008), observes that almost half of Europe's students at tertiary institution have full access to business, education to enhance their innovative competencies in establishing small ventures after graduation. The European Commission, (2004) also posits that entrepreneurship as one of the key components to be included in the current educational system in order to prepare people for successful participation in society. In fact, the contribution of business education in promoting entrepreneurship to the global economy is universally recognized.

The study would be significant in the sense that it would enable business education students and their guardians to be aware of the skills and competencies needed for establishing a small-scale venture even after graduation. The study was delimited to business education lecturers in universities offering business education in Kwara State and registered entrepreneurs in Ilorin metropolis (Ilorin west, east and south), Kwara State.

Statement of the Problem

Entrepreneurial competencies are needed by graduates of business education to establish and run business enterprises successfully. If business education students are therefore trained in entrepreneurship, they can become successful entrepreneurs. Most students are graduating from colleges without the necessary skills and competencies. Furthermore, many of these students do not possess entrepreneurial skills that will enable them establish and manage a small business enterprise so as to become self-employed and self-reliant on graduation. Similarly, Aina (2008) observed that the goals of business education are yet to be achieved due to lack of the necessary practical skills and entrepreneurial competencies that will enable them to be self-employed. The high rate of unemployment among the business students has been attributed to lack of competencies required in the world of work. Ifedi, (2009) agrees that one of the main causes of unemployment among college students is lack of employable skills. Thus, business education graduates are faced with the burdens of surplus unemployable work force because of the wide gap created by the absence of entrepreneurial competencies. This calls for the acquisition of entrepreneurial skills, which is a prerequisite for any meaningful self-employment. Therefore, this study sought to identify the perceived entrepreneurial competencies required by business education students for establishing small and medium scale enterprises in Kwara States.

Purpose of the study

1. To determine the managerial skills required by business education students in establishing small scale ventures in Kwara State
2. To investigate the ICT skills required by business education students in establishing small scale ventures in Kwara State
3. To examine the marketing skills required by business education students in establishing small scale ventures in Kwara State.

Research Questions

1. What are the managerial skills required by business education students in establishing small-scale ventures in Kwara State?
2. What are the Information Communication Technology (ICT) skills required by business education students in establishing small-scale ventures in Kwara State?
3. What are the marketing skills required by business education students in establishing small-scale ventures in Kwara State?

Hypotheses

H₀₁. There is no significant difference between the mean responses of lecturers and small-scale entrepreneurs on the managerial skills required by business education students in establishing small-scale ventures in Kwara State

H₀₂. There is no significant difference between the mean responses of lecturers and small-scale entrepreneurs on the Information Communication Technology (ICT) skills required by business education students in establishing small-scale ventures in Kwara State

H₀₃. There is no significant difference between the mean responses of lecturers and small-scale entrepreneurs on the marketing skills required by business education students in establishing small-scale ventures in Kwara State.

Methodology

A descriptive survey research design was used. The survey was carried out in Universities offering business education in Kwara State, which include University of Ilorin, Kwara State University and Al-hikma University, Ilorin and entrepreneurs in Ilorin metropolis. The population of the study was 205 made up of 39 business education lecturers and 166 small-scale entrepreneurs in Ilorin metropolis. The entire population was involved in the study because

the researchers consider the size manageable. A structured questionnaire containing 28 items developed by the researchers from the literature reviewed was used for data collection from the respondents. The instrument was divided into sections, A, B and C. A was designed to obtain information from the business education lecturers and small scale entrepreneurs on managerial competencies, B was designed to obtain information on ICT competencies and C was designed to obtain information on marketing competencies required of business education students in establishing a small scale venture. A four point scale of Highly Required (HR), Required (R), Not-Required (NR), Highly Not-Required (HNR), were written against each item with a corresponding assigned value of 4, 3, 2, and 1 respectively.

The instrument was face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. The internal consistency of the questionnaire was ascertained using Cronbach Alpha reliability, which yielded a reliability coefficient of 0.86. The researchers administered the questionnaires and the respondents were allowed a period of three days, after which the researchers went round to collect the questionnaire items for analysis.

The data collected to answer the research questions were analyzed using mean and standard deviation. The null hypotheses were tested using t-test at an alpha level of 0.05. The decision rule was that any item with a mean score of 2.50 and above was taken as Required while items with a mean score of below 2.50 were regarded as Not Required for research questions. The decision rule for testing the hypothesis was that, if the observed probability value is less or equal to the fixed p-value, then the hypothesis was rejected and if otherwise, the null hypothesis was not rejected at the 0.05 level of significance.

Results

Research Question one: What are the managerial skills required by business education students in establishing small-scale ventures in Kwara State?

Table 1: Mean and standard deviation of responses on managerial skills required by business education students in establishing small-scale ventures

| S/N | Item Statements | \bar{X} | SD | Remark |
|-----|--|-----------|------|----------|
| 1. | Ability to have a cordial communications with customers and staff | 2.52 | 0.45 | Required |
| 2. | Ability to make effective use of feedback from customers | 2.58 | 0.69 | Required |
| 3. | Ability to set achievable goals and target for the enterprise | 2.91 | 0.99 | Required |
| 4. | Ability to plan effectively on how to attain the goals of the enterprise | 2.68 | 0.87 | Required |
| 5. | Ability to understand the concept of time management and Job demands | 2.86 | 1.01 | Required |
| 6. | Ability to have self-evaluation skills and knowledge | 2.76 | 0.86 | Required |
| 7. | Ability to maintain cost effectiveness policy | 3.09 | 0.88 | Required |
| 8. | Ability to have a long and short term vision for managing an enterprise | 2.86 | 0.92 | Required |
| 9. | Ability to have human resource management skills | 2.91 | 0.99 | Required |
| 10. | Ability to have a good human relations | 2.68 | 0.87 | Required |

Source: Field Survey, 2019

Table 1 revealed that the respondents indicated that all the constructs were required with mean ranging from 2.52 to 3.09. The result, therefore showed that the respondents indicated that

all the constructs are the managerial skills required by business education students in establishing small-scale business ventures in Kwara State.

Research Question two: What are the Information Communication Technology (ICT) skills required by business education students in establishing small-scale ventures in Kwara State?

Table 2: Mean and standard deviation of responses on Information Communication Technology (ICT) skills required by business education students in establishing small-scale ventures

| S/N | Item Statements | \bar{X} | SD | Remark |
|-----|--|-----------|------|--------------|
| 1. | Ability to Operate the computer | 2.64 | 0.94 | Required |
| 2. | Ability to use scanning machines | 2.53 | 0.85 | Required |
| 3. | Ability to Browse and download information from the internet | 2.98 | 1.09 | Required |
| 4. | Ability to use database, Microsoft access for storage and administration of staff data | 3.04 | 0.90 | Required |
| 5. | Ability to use spreadsheets like-Microsoft excel to manage the business budget | 3.15 | 0.79 | Required |
| 6. | Conference calls/video conferencing for skills | 2.81 | 0.94 | Required |
| 7. | Ability to create, format, save and print documents | 2.66 | 0.94 | Required |
| 8. | Ability to access the internet through the use of mobile phones | 2.51 | 0.75 | Required |
| 9. | Ability to create a website | 2.48 | 0.72 | Not Required |

Source: Field Survey, 2019

The result presented in table 2 revealed that the respondents indicated that items 1 to 8 are ICT skills required by business education students in establishing small scale ventures. Only item 9 was rated as not required with mean ratings between 2.51to 3.15. The table further depicts that the respondents indicated that item 9 (ability to create a website) is a skill, not required by business education students in establishing a small-scale business.

Research Question three: What are the marketing skills required by business education students in establishing small-scale ventures in Kwara State?

Table 3: Mean and standard deviation of response marketing skills required by business education students in establishing small-scale ventures

| S/N | Item Statements | \bar{X} | SD | Remark |
|-----|---|-----------|------|--------------|
| 1. | Ability to recognize opportunities for business | 2.64 | 0.87 | Required |
| 2. | Ability to identify various marketing techniques | 2.34 | 0.86 | Not Required |
| 3. | Ability to recognize the concept of customer kingship (customer is always right) | 2.57 | 0.97 | Required |
| 4. | Ability to Identify existing and future competitors | 3.27 | 0.57 | Required |
| 5. | Ability to Provide alternative products which can compete favorably with branded products | 3.32 | 0.64 | Required |
| 6. | Ability to determine what customers need | 2.76 | 0.78 | Required |
| 7. | Ability to Satisfy customers' needs | 2.74 | 0.87 | Required |
| 8. | The ability to acknowledge the several fluctuations of goods and familiarity with various aspects of salesmanship | 2.49 | 0.86 | Not Required |

| | | | | |
|----|---|------|------|----------|
| 9. | Ability to understand the importance of advertising in business | 2.97 | 0.97 | Required |
|----|---|------|------|----------|

Source: Field Survey, 2019

The result presented in table 3 reveals that the respondents indicated required for seven items as skills required by business education students in establishing a small-scale business ventures with mean ratings between 2.57 to 3.32. The table further depicts that the respondents indicated that item 2 and 8 are skills not required by business education students in establishing small-scale ventures.

Hypotheses:

H01. There is no significant difference between the mean responses of lecturers and small-scale entrepreneurs on the managerial skills required by business education students in establishing small-scale ventures in Kwara State.

Table 4: Independent Samples t-test result of mean difference between the perceptions of lecturers and small-scale entrepreneurs on the managerial skills required by business education students in establishing small-scale ventures

| Group | N | Mean | SD | T-Cal | Df | t-crit. | Sig (2tailed) | Decision |
|---------------|-----|------|------|-------|-----|---------|---------------|----------|
| Lecturers | 39 | 3.52 | 0.44 | 13.38 | 203 | 1.96 | 0.000 | Rejected |
| Entrepreneurs | 166 | 2.62 | 0.50 | | | | | |

Source: Field survey, 2019

The analysis of data in Table 4 reveals that there are 39 lecturers and 166 small-scale entrepreneurs. The lecturers and entrepreneurs’ responses showed a positive perception on managerial skills required by business education students in establishing small-scale ventures (\bar{x} = 3.52; SD = 0.44) and (\bar{x} = 2.62; SD = 0.50) with very low variability. The table reveals that there was significant difference in the perception of lecturers and small-scale entrepreneurs on the managerial skills required by business education students in establishing small-scale ventures in Kwara State ($t_{203} = 0.000, P < 0.05$).

H02. There is no significant difference between the mean responses of lecturers and small-scale entrepreneurs on the Information Communication Technology (ICT) skills required by business education students in establishing small-scale ventures in Kwara State

Table 5: Independent Samples t-test result of mean difference between the perceptions of lecturers and small-scale entrepreneurs on the ICT skills required by business education students in establishing small-scale ventures

| Group | N | Mean | SD | t-cal | df | t-crit. | Sig (2tailed) | Decision |
|---------------|-----|------|------|-------|-----|---------|---------------|----------|
| Lecturers | 39 | 3.89 | 0.75 | 22.13 | 203 | 1.96 | 0.000 | Rejected |
| Entrepreneurs | 166 | 2.70 | 0.69 | | | | | |

Source: Field survey, 2019

The analysis of data in Table 5 reveals that there are 39 lecturers and 166 small-scale entrepreneurs. The lecturers and entrepreneurs’ responses showed a positive perception on the ICT skills required by business education students in establishing small-scale ventures (\bar{x} = 3.89; SD = 0.75) and (\bar{x} = 2.70; SD = 0.69) with very low variability. The table reveals that there was



significant difference in the perception of lecturers and small-scale entrepreneurs on the ICT skills required by business education students in establishing small-scale ventures in Kwara State ($t_{203} = 0.000, P < 0.05$).

H₀₃. There is no significant difference between the mean responses of lecturers and small-scale entrepreneurs on the marketing skills required by business education students in establishing small-scale ventures in Kwara State.

Table 6: Independent Samples t-test result of mean difference between the perceptions of lecturers and small-scale entrepreneurs on the marketing skills required by business education students in establishing small-scale ventures

| Group | N | Mean | SD | t-cal | Df | t-crit. | Sig (2tailed) | Decision |
|---------------|-----|------|------|-------|-----|---------|---------------|----------|
| Lecturers | 39 | 3.81 | 0.70 | 20.11 | 203 | 1.96 | 0.000 | Rejected |
| Entrepreneurs | 166 | 2.68 | 0.52 | | | | | |

Source: Field survey, 2019

The analysis of data in Table 6 reveals that there are 39 lecturers and 166 small-scale entrepreneurs. The lecturers and entrepreneurs' responses showed a positive perception on marketing skills required by business education students in establishing small-scale ventures ($\bar{x} = 3.81; SD = 0.70$) and ($\bar{x} = 2.68; SD = 0.55$) with very low variability. The table reveals that there was significant difference in the perception of lecturers and small-scale entrepreneurs on the marketing skills required by business education students in establishing small-scale ventures in Kwara State ($t_{203} = 0.000, P < 0.05$).

Discussion

The finding of this study revealed that business education students need entrepreneurial managerial competencies as revealed by the findings of the study to establish small-scale ventures. This is in line with the result of Olaitan, Eze and Ogbonnaya (2009) that carried out a study on the entrepreneurial competencies required by secondary school graduates for entering into oil palm processing enterprise in the southeastern states of Nigeria. The study revealed that managerial competencies are required by graduates of colleges to establish an enterprise in oil palm processing and in other vocational fields.

Business education students before graduation require entrepreneurial marketing competencies to establish a small-scale venture as revealed by the findings of the study. This in line with the findings of Leghara and Mbah (2009) who found out that graduates of business studies lacked competencies in marketing and communication skills. Data presented in Table 3 also revealed that marketing skills are highly required for any effective enterprise. The finding revealed that marketing skills are required to identify alternative products that can compete favorably with branded products and determine what customers need. This is in line with Kotler and Keller (2010) who stated that marketing is meeting consumers' needs profitably and satisfying them by communicating marketing ideas to the consumers.

The study revealed in Table 2 that business education students in establishing a small-scale venture require ICT skills. These findings corroborate the findings in the work of Ojukwu (2002) that ICT skills should include: word processing skills such as formatting, editing keyboarding, ability to use scanning machines, to select reproduction activities. According to Osuala (2004), business operators use word processing for memos, reports, and correspondence,



among others. ICT skills are necessary tools for business operators because many people, who do not possess personal computers, go to the business center to type their documents.

Conclusion

Based on the findings of this study, it could be concluded that entrepreneurial skills are highly required for establishing small-scale ventures as well as effective business operation. The absence of these skills affects business students in embarking on any business venture. Managerial skills, information and communication technology skills and marketing skills would enable business education students to handle all types of documents for their customers and thereby meet their customers' satisfaction successfully. The skills could serve both as operational guidelines for those who are already in business as well as a training package for new entrants. The study has provided information on entrepreneurship skills that are required by business education students in establishing small scale-venture. Therefore, the business education students need to combine all the skills identified or listed therein for effective business establishment and management.

Recommendation

Based on the findings of the study, the following recommendations are made:

1. There is the need for undergraduates as well as graduates in business education program to strive toward skill acquisition because success and progress in the world of work and becoming self-employed, self-reliant is dependent on the amount of skills and abilities possessed.
2. The lecturers of business education should be exposed to adequate training and retraining on the entrepreneurial skills and competencies.
3. Government through her educational curriculum planners and developers should review curriculum of business education in colleges to include relevant entrepreneurial skills for effectively establishing and managing business enterprise so that students can learn in the course of their studies while in the colleges.
4. Lecturers and students who are not ICT acquiescent should acquire the skills to be relevant in the society.

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BUSINESS EDUCATION GRADUATE ENTREPRENEURS' RATING OF MARKETING AND PROBLEM-SOLVING SKILLS UTILIZATION IN ENTREPRENEURSHIP IN NORTH CENTRAL STATES, NIGERIA

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Abstract

The study investigated into NCE business education graduate entrepreneurs' rating of marketing and problem-solving skills utilization in entrepreneurship in North Central States, Nigeria. The study employed a descriptive survey and focused on two entrepreneurial skills which were marketing and problem-solving skills. The entire registered 149 NCE business education graduate entrepreneurs operating in the North Central States, Nigeria constituted the population of the study. There was no sampling since the entire population was considered manageable. Two research questions and two hypotheses were formulated for the study. A structured 30-item questionnaire titled Questionnaire on Entrepreneurs' Rating of Marketing and Problem-Solving Skills Utilization in Entrepreneurship (QERMPSUE) was adopted for the study. The reliability of the instrument was ascertained using Pearson Product Moment Correlation Coefficient (r) to obtain the r- coefficient of 0.80 for clusters B1 and B2 of the questionnaire. The questionnaire was distributed to the 149 NCE business education graduate entrepreneurs in the North Central States, Nigeria. Four copies of the questionnaire were not returned and so 145 copies were used for the study. The research questions were analyzed using descriptive statistics of mean and standard deviation. T-test and ANOVA were used to test the null hypotheses of the study at a 0.05 level of significance. The findings of the study revealed among others that marketing management skills are sometimes utilized while problem-solving skills are rarely used in entrepreneurship. With respect to the findings, recommendations were put forward, among which was that National Commission for Colleges of Education (NCCE), in collaboration with the authorities of colleges of education, established entrepreneurs and professionals in business and entrepreneurship education should, embark on curriculum review to improve on the instructional contents of entrepreneurship in business education in order to improve on the utilization of marketing and problem solving skills in entrepreneurship by business education graduates.

Key Words: Marketing Skills, Problem Solving Skills, Entrepreneurship, Entrepreneurship Skills Utilization

Introduction

A large number of graduates in Nigeria are unemployed or unemployable because they lack saleable skills and competencies. For instance, Baba (2013) states that unemployment situation has posed significant challenges to the very existence of individuals in most developing nations, thereby calling for the training of men and women to function effectively in the society through entrepreneurship. Entrepreneurship is the recognition of an opportunity to create value (Anachobi, 2010). It also involves the formation and management of a new business entity (Offiong, Caleb & Effiong, 2017). It is a process of generating sound investment ideas and applications thereof. On the other hand, entrepreneurship education aims at raising awareness of

students about business skills, knowledge, promoting creativity, innovation and self-employment.

Business education is an integral part of the total education programme that imparts knowledge, skills, understanding, attitudinal and problem-solving competencies which one acquires to perform in the world of business (Okwuanaso & Nwazor, 2000). This is in consonance with the views of Onyesom and Umoeshiet (2013) who describe business education as that aspect of educational training which an individual receives with the primary motive of enabling him to acquire adequate and desirable attitude, concepts, knowledge, understanding, and skills in commercial activities and entrepreneurship usage. Similarly, Nwazor (2014) sees business education as an aspect of learning that prepares individuals for roles in businesses and offers them knowledge about businesses.

An entrepreneur can be described as one who coordinates other factors of production and bears the risk of uncertainty by investing scarce resources in a business endeavour. Shaibu and Mmeremikwu (2017) describe an entrepreneur as a person who possesses the skills and competencies of finding and examining business chances, assembles the resources and carry out actions to take advantage of the opportunities.

In line with the National Commission for Colleges of Education (NCC.E) Minimum Standards, Nigerian colleges of education business education graduates specialize in either accounting education option or office technology and management education (OTM) option. In the preparation of these NCE graduates of business education, it is a requirement that they be exposed to entrepreneurship in business education. The essence of this is to acquaint business education undergraduates with the necessary entrepreneurial skills required for entrepreneurship engagements. According to Ibrahim (2017), entrepreneurial skills include among others, marketing skills, and problem-solving skills. Marketing skills, according to Ezeani (2014) refers to the ability of the entrepreneur to make good use of the “four-Ps” of marketing namely; product, price, place, and promotion. The skills are critical in entrepreneurship engagements. This is because marketing skills lead to the development of sound product idea which would be translated into an acceptable product in the market. Marketing skills include marketing information skills, data collection skills, market segmentation skills, pricing mechanism skills and so on.

Nnajifor (2014) asserts that problem-solving skills are another set of entrepreneurial skills. An entrepreneur can solve problems related to one’s business. The problem may be in terms of sourcing of capital, labour or management for the business. Entrepreneurs who possess problem-solving skills will be able to influence people to have trust in their ability and make them to behave in a way that solutions could be found for the problem at hand.

There is no doubt that individual proposing to establish an enterprise needs a broad array of skills for the business to succeed in the competitive market. Skills are usually acquired or learned through training or experience. Okoli (2013) sees skills as the economic tools with which entrepreneurs confront and solve social problems. Skills are practical activities which make one employable, self-reliant and relevant to the society. Ezenwafor and Olaniyi (2017) see skills as economic tools with which entrepreneurs acquire and solve societal problems. Payne (2013) sees skills utilization as the application of the entrepreneurial skills in entrepreneurship.

Business education graduate entrepreneurs in this study refer to NCE graduates of business education who are currently involved in entrepreneurship activities and are domiciled in the six North Central States of Nigeria and are registered with the state ministries of commerce and industry. Although most of the graduates of NCE business education end up becoming teachers, a good number of them also, settle for a career in entrepreneurship. With the entrepreneurial skills, they have been equipped with, to what extent do the NCE business education graduate entrepreneurs utilize the skills they acquired in training in their businesses

(entrepreneurship)? The thrust of this study, therefore, is to provide answer to the above question.

Statement of the Problem

The alarming rate of graduate unemployment in Nigeria caused by increasing economic quagmire, demand that all solutions be identified and re-enforced in the interest of national development. The Federal Government in the realization that paid employment cannot be provided for all graduates introduced entrepreneurship education for undergraduates of all programmes in tertiary institutions with the belief that this will reduce unemployment, enhance self-reliance and accelerate national development, (Ezeonwurie, 2017).

Although many NCE graduates of business education are taking to the option of self-employment drawing from the skills they were exposed to during training to succeed, the unemployment situation does not seem to be decreasing especially in respect to NCE business education graduates. According to Okoye and Udemba (2015), it is evident that many graduates of business education still roam the streets in search of non-existent white collar jobs. This situation raises a question about the effectiveness of the entrepreneurship programme in business education.

Entrepreneurship education was designed to teach the students attitudes and skills needed for productive entrepreneurial engagements. Such skills include marketing skills, and problem-solving skills. However, not much is known about the extent to which the skills are useful or are being utilized. Observations and anecdotes suggest that in the North Central States of Nigeria, many of the NCE business education graduates are engaged in one form of entrepreneurship activity or the other, with various levels of success or failure. The question, however, is to what level are they using the marketing and problem solving skills acquired in the course of their trading? If answers are not provided to the question, colleges of education may continue to emphasize skills that are not all that useful in real-life entrepreneurship while neglecting those which are indispensable. Moreover, businesses may fail, and unemployment may continue to rise. Therefore, this study determined NCE business education graduate entrepreneurs' rating of the extent of their utilization of marketing and problem solving skills in entrepreneurship in the North Central States of Nigeria.

Purpose of the Study

The study determined:

1. Business education graduate entrepreneurs' rating of the extent of their utilization of marketing skills in entrepreneurship.
2. Business education graduate entrepreneurs' rating of the extent of their utilization of problem-solving skills in entrepreneurship.

Research Questions

The following research questions guided the study:

1. What is the business education graduate entrepreneurs' rating of the extent of their utilization of marketing skills in entrepreneurship?
2. What is the business education graduate entrepreneurs' rating of the extent of their utilization of problem-solving skills in entrepreneurship?

Research Hypotheses

The research hypotheses stated below were tested at 0.05 levels of significance.

- Ho₁. Business education graduate entrepreneurs do not differ significantly in their ratings of the extent of marketing skills utilization in entrepreneurship based on the business type.

H₀₂. Business education graduate entrepreneurs do not differ significantly in their ratings of the extent of problem-solving skills utilization in entrepreneurship based on the location of the business.

Methodology

The design adopted in this study was descriptive survey. Population of the study comprised 149 NCE business education graduate entrepreneurs operating their business in North Central States, Nigeria and whose business was registered with ministry of commerce and industry of the states of the study.

The study adopted enumeration of the entire population. Thus, no sample was drawn because the population was relatively small and manageable. The instrument used for data collection was a structured questionnaire titled: Questionnaire on Entrepreneurs rating of Marketing and Problem Solving Skills Utilization in Entrepreneurship (QERMPSUE) The instrument was a 5-point Likert type scale. The instrument was face validated by three experts both in business education and in test and measurement at the Kwara State University, Malete. A pilot study was carried out in Edo State and data collected were analyzed with Cronbach alpha to obtain reliability coefficient of 0.80 for the two clusters of the instrument using the Pearson Product Moment Correlation Co-efficient (r) formulae. The researchers adopted personal contact approach of data collection. A total of 149 questionnaires were distributed out of which number, 145 were retrieved and found usable for the study. Data collected for the study were analyzed using descriptive and inferential statistics. The descriptive statistics computed included frequency count, mean, standard deviation and ranking. While the inferential statistics computed were t-test and analysis of variance (F-ratio). The t-test and F-statistics (ANOVA) were tested at 0.05 level of significance.

Research Questions Analysis

Results of the analysis of data to the two research questions formulated for the study are presented below.

Research Question One

What is the business education graduate entrepreneurs' rating of the extent of their utilization of marketing skills in entrepreneurship?

Data collected in respect of this research question are presented in Table 1.

Table 1: Business Education Graduate Entrepreneurs' Ratings of the items on the Utilization of Marketing skills (N=145)

| Items | Indicate the extent to which you utilize the following marketing skills | \bar{x} | SD | Rank | Remarks |
|-------|---|-------------|-------------|------|-----------|
| 1 | Proper usage of marketing mix. | 2.28 | 0.69 | 14 | RU |
| 2 | Prompt identification of the needs of customers in order to satisfy them. | 3.06 | 0.99 | 3 | SU |
| 3 | Application of knowledge and power of advertising in business for improved sales. | 3.03 | 1.04 | 6 | SU |
| 4 | Application of market segmentation and good pricing mechanism to attract more customers. | 2.26 | 0.59 | 15 | RU |
| 5 | Carrying out market research and information gathering. | 2.30 | 0.63 | 13 | RU |
| 6 | Displaying products properly and recognizing that good display means good sales. | 3.95 | 0.77 | 2 | OU |
| 7 | Understanding intricacies and challenges of business environment. | 3.00 | 1.05 | 7 | SU |
| 8 | Proper analysis of raw material for production of quality and standard product. | 2.99 | 1.00 | 9 | SU |
| 9 | Timely determination of product acceptance or rejection by customers. | 2.91 | 0.97 | 12 | SU |
| 10 | Development of sound product ideas and translating them into acceptable product in the market. | 3.06 | 0.98 | 4 | SU |
| 11 | Using market forecast to beat competitors. | 3.00 | 1.05 | 8 | SU |
| 12 | Making good and balanced decisions based on relevant information from customers. | 2.92 | 0.97 | 11 | SU |
| 13 | Introduction of personal selling through person to person contact to beat competitors. | 3.06 | 0.98 | 5 | SU |
| 14 | Using the right posture to keep my negative mood in check while dealing with customers and employees. | 4.07 | 0.71 | 1 | OU |
| 15 | Withstanding criticisms about products or services. | 2.96 | 1.01 | 10 | SU |
| | Grand Weighted Mean | 2.99 | 0.90 | | SU |

Source: Field Survey, 2019.

Table 1 shows the mean, standard deviation, rank, and interpretations of business education graduate entrepreneurs' rating of the items on marketing skills. The highest and the lowest mean scores computed are 4.07 (item 14) with standard deviation of 0.71 and 2.26 (item 4) with a standard deviation of 0.59 respectively. The respondents rated ten items (2, 3, 7, 8, 9, 10, 11, 12, 13, and 15) out of the fifteen items on this cluster as sometimes utilized with mean ranging between 3.06 and 2.91.

Items 6 with mean of 3.95 and standard deviation of 0.77 and item 14 with mean of 4.07 and standard deviation of 0.71 were rated as often utilized, while item 1 with mean of 2.28 and standard deviation of 0.69, item 4 with mean of 2.26 and standard deviation of 0.59) and item 5 with mean of 2.30 and a standard deviation of 0.63 were rated as rarely utilized. Items 14, 6, 2, 10, and 13 are rated topmost on the cluster of marketing skills utilization, while items 1, 4, 5, 9 and 12 are rated as the least utilized skills; Other items (3, 7, 8, 11 and 15) fall in-between the two groups. The grand weighted mean of 2.99 and a standard deviation of 0.99 indicate that business education entrepreneurs, on the whole, rated marketing skills as sometimes utilized. The grand standard deviation of 0,99 is an indication that respondents were reasonably close in their ratings of marketing skills items.

Research Question Two

What is the business education graduate entrepreneurs' rating of the extent of their utilization of problem-solving skills in entrepreneurship?

Data collected in respect of this research question are presented in Table 2.

Table 2: Business Education Graduate Entrepreneurs' Rating of the items on the Utilization of Problem-Solving Skills (N=145)

| Items | Indicate the extent to which you utilize the following problem-solving skills in entrepreneurship | \bar{x} | SD | Rank | Remarks |
|----------------------------|--|-------------|-------------|------|-----------|
| 16 | Identifying and recognizing problems associated with the business. | 3.33 | 0.73 | 1 | SU |
| 17 | Identifying reasons for the negative discrepancies in products quality. | 2.21 | 0.71 | 14 | RU |
| 18 | Development of critical thinking to turn business problems into business opportunities. | 2.22 | 0.68 | 11 | RU |
| 19 | Using feedback from customers and employees appropriately to solve the business problems. | 3.18 | 0.74 | 2 | SU |
| 20 | Teaming up with experts to solve problems relating to the business. | 2.22 | 0.68 | 12 | RU |
| 21 | Ability to realize that every business problem has a solution. | 2.57 | 0.86 | 4 | SU |
| 22 | Implementation of a plan of action to resolve problems and challenges confronting the business. | 2.24 | 0.60 | 7 | RU |
| 23 | Careful analysis of data meant to enhance the business operation. | 2.21 | 0.70 | 15 | RU |
| 24 | Courage to take extreme measures to proffer solutions to identified problems. | 2.24 | 0.60 | 8 | RU |
| 25 | Prompt evaluation and monitoring problems affecting the business. | 2.23 | 0.70 | 9 | RU |
| 26 | Inspiring others especially employees to be more confident in expressing their opinions concerning the business. | 2.22 | 0.69 | 13 | RU |
| 27 | Adjusting business plans and strategies necessary for improved operations | 2.23 | 0.60 | 10 | RU |
| 28 | Displaying great degree of tolerance in work place and situation. | 2.73 | 0.97 | 3 | SU |
| 29 | Listening to customers' complain with a view to resolving the problems to the benefit of the business. | 2.36 | 0.70 | 6 | RU |
| 30 | Possessing independent thinking necessary for solving problems relating to the business. | 2.50 | 0.77 | 5 | SU |
| Grand Weighted Mean | | 2.45 | 0.72 | | RU |

Source: Field Survey, 2019.

In Table 2, the computed mean, standard deviation, rank and interpretations of the business education graduate entrepreneurs' rating of items on the problem solving skills are presented. The Table shows a maximum mean of 3.33 (item 16) and standard deviation of 0.73 and a minimum mean of 2.21 (items 17 & 23) and standard deviation of 0.71 and 0.70. The respondents indicated rarely utilized to ten (17, 18, 20, 22, 23, 24, 25, 26, 27, and 29) items on problem solving skills with mean between 2.36 and 2.21, and rated as sometimes utilized items 16, 19, 21, 28 and 30 with mean between 3.33 and 2.50 respectively.

Items on the top of the ranking include items 16, 19, 21, 28 and 30, while items at the bottom of the ranking include items 17, 18, 20, 23 and 26. Other items (22, 24, 25, 27 and 29) occupy the middle of the ranking. Table 2 also shows a grand weighted mean of 2.45 with standard deviation of 0.72 which implies that the respondents rated problem solving skills on the average as a skill they rarely utilized. The grand standard deviation of 0.72 implies that the respondents were close in their ratings of problem solving skills items.

Test of Hypotheses

The tests of null hypotheses were based at 0.05 level of significance. Summary of test of hypotheses are presented below.

H0₁: Business education graduate entrepreneurs do not differ significantly in their rating of the extent of utilization of marketing skills in entrepreneurship on the basis of business type.

Table 3: Summary of ANOVA Showing Significant Difference in the Mean Ratings of Business Education Graduate Entrepreneurs' Marketing Skills Utilization Based on Business Type

| Business Type | N | \bar{x} | S |
|---------------------|----|-----------|------|
| Service based | 82 | 49.30 | 6.12 |
| Manufacturing based | 25 | 50.68 | 4.09 |
| Trading | 38 | 48.63 | 6.68 |

| Sources of variation | Df | Ss | Ms | f-ratio | sig. level | conclusion |
|----------------------|-----|---------|-------|---------|------------|------------|
| Between groups | 2 | 63.97 | 31.98 | 0.895 | 0.411 | NS* |
| Within groups | 142 | 5075.66 | 36.74 | | | |
| Total | 144 | 5139.63 | | | | |

P<0.05, NS ≡ Not Significance

Table 3 shows the result of the ANOVA test for hypothesis one. The computed f-ratio 0.895 is significant at 0.411 level of significance. Since this significance level is greater than the hypothesized significant level (alpha level) P<0.05, the null hypothesis was accepted. This means that there is no significant difference in the rating of the utilization of marketing skills among NCE business education graduate entrepreneurs engaged in different types of businesses.

H0₂: Business education graduate entrepreneurs do not differ significantly in their rating of the extent of problem solving skills utilization in entrepreneurship on the basis of location of the business.

Table 4: Summary of T-test Analysis showing the Difference in rating of the Utilization of Problem Solving Skills by Urban and Semi-Urban Business Education Graduate Entrepreneurs

| Comparison variables | N | s | \bar{x} | t-value | sig. level | conclusion |
|----------------------|----|------|-----------|---------|------------|------------|
| Urban | 53 | 7.37 | 33.49 | 1.260 | 0.210 | NS* |
| Semi-Urban | 92 | 6.95 | 31.95 | | | |

P<0.05, * NS ≡ Not Significant

Table 4 shows the result of the t-test analysis. The computed t-value of 1.260 is statistically significant from 0.210 level. And since this level of significant is greater than the hypothesized (alpha level) of P<0.005, the stated hypothesis is retained. This result implies that there is no significant difference between urban and semi-urban NCE business education graduate entrepreneurs in their ratings of the extent of utilization of problem-solving skills in their business.



Discussion of the Findings

The study determined business education graduate entrepreneurs' rating of the extent of their utilization of marketing and problem-solving skills in their businesses. Two entrepreneurial skills were examined in the study namely; marketing skills and problem-solving skills.

The data in table 1 indicating that business education graduate entrepreneurs rated marketing skills as a tool they sometimes utilize in their businesses is unexpected. Marketing skills are important and essential in determining the success or failure of a business. One therefore wonders how business education graduate entrepreneurs will thrive if they are not constantly engaging marketing skills.

The skills of marketing in entrepreneurship cannot be over emphasized as some studies have indicated. For instance, Ikeanyionwu (2006) is of the view that management process and marketing competencies are the two most important competencies the entrepreneur needs to have when he plans to establish his own business. The acquisition of marketing skills offers the entrepreneur the strategy for success in business (Ademiluyi, 2007; Uzo-Okonkwo, 2009; Gidado & Akaeze, 2014).

This finding negates well established previous studies that emphasize the necessity of marketing skills. For instance, Ademiluyi's (2007) study with Youth Corp members in Osun State indicated that the Corp members rated marketing skills as highly necessary for successful entrepreneurship. Similarly, Olaitan, Eze and Ogbonnaya (2009) also found that secondary school leavers indicated that planning and marketing skills are highly needed for success in palm oil processing industry. Therefore, this finding could be a pointer to the fact that business education graduates lacked these very important skills (Oduma, 2010). Table 3 shows that there is no significant difference in the ratings of the utilization of marketing skills among business education graduate entrepreneurs engaged in different types of business. This revelation suggests how general this deficiency in marketing skills is among them.

The result of the study (table 2) indicates that business education graduate entrepreneurs rarely utilize problem solving skills in their businesses. This being the skills they least utilize comes as a big surprise since problems are ubiquitous, frequent and inevitable in nature. A rider to this finding in table 4 also shows that there is no significant difference between urban and semi-urban entrepreneurs in their ratings of the extent they utilize this skills in their businesses. One would expect that the challenges of doing business in the two locations would be different, hence revealing differences in their utilization of problem-solving skills.

However, studies have shown that problem solving skills are very critical to successful entrepreneurship. Uzo-Okonkwo (2009) found that problem solving skills are the most important entrepreneurial skills required by the entrepreneur. Olaniyi (2016) indicated that business managers rated problem solving ability as highly essential for entrepreneurial success. It is obvious that business education graduates are lacking in these skills and thus lacks the competencies to perform their tasks (Oduma, 2010). This might be as Ibrahim (2017) found that business education curriculum indeed has little or no influence on management skills of college of education graduates.

Conclusion

In line with the research findings, conclusions were drawn as follows:

Business education graduate entrepreneurs, irrespective of their background (location and business type) rated marketing skills as skills they sometimes utilized in their businesses. Furthermore, Business education graduate entrepreneurs generally rated problem-solving skills as skills they rarely utilized in their businesses. No entrepreneurial skill was rated as very often and often utilized by business education graduate entrepreneurs. Similarly, none of the entrepreneurial skills was rated as not utilized by the respondents.

The findings of this study showed that marketing skills, even though they were generally rated as sometimes utilized, are not utilized to the fullest by business education graduates. Again the study reveals that problem solving skills are rarely utilized. This implied that the teaching and learning of the above entrepreneurial skills are faulty and therefore needed to be reviewed and rejuvenated. Otherwise, businesses will continue to fail thereby bringing about increase in unemployment and its attendant consequences.

Recommendations

Based on the findings of this study, discussion and conclusion drawn, the following recommendations are made:

1. NCCE, in collaboration with professionals in business and entrepreneurship education, established entrepreneurs and authorities in colleges of education, should restructure/review the instructional content of entrepreneurship education in particular and business education in general in order to meet the entrepreneurial needs of the students and the society at large. To this end, course contents capable of preparing and equipping business education students for marketing and problem solving skills acquisition and utilization for self-reliance must be pursued vigorously.
2. NCCE by its special position as a monitoring and supervising body over all the colleges of education in Nigeria should maintain regular and proper accreditation visits to colleges of education. This would force the authorities of various colleges of education to provide adequate materials, personnel and facilities necessary for the effective teaching of entrepreneurship in business education. The researchers believe that when adequate teaching facilities are available, students would be well taught and better equipped to put the various entrepreneurial skills (marketing and problem solving skills) they learnt into proper use.
3. Institutional authorities should, as a matter of policy make annual training in entrepreneurial skills development compulsory for all teachers of business education to enable them acquire adequate knowledge of entrepreneurial skills (marketing and problem-solving skills) so as to be in a better position to impact the skills effectively on the business education students.
4. Marketing and problem-solving skills should be included in the course content of entrepreneurship education programme in business education by the relevant authorities. These skills should be taught to all business education students irrespective of their preferred option.

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RELEVANCE OF SECRETARIES' PROBLEM-SOLVING SKILLS FOR IMPROVED JOB PERFORMANCE IN OGUN STATE PUBLIC SERVICE

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Abstract

This study examined the relevance of secretaries' problem-solving skills for improved job performance in Ogun State public service. The study adopted descriptive research design for the study with 300 Secretaries randomly selected from ministries, agencies and parastatals within Abeokuta in the Ogun Central Senatorial District of Ogun State which included male and female Secretaries. Research question focusing on the purpose of the investigation guided the study. A 32-item adopted questionnaire entitled "Problem Solving Inventory (PSI) structured by Heppner and Petersen (1982)" was used to collect data. Out of the 300 questionnaires distributed only 294 were returned by the respondents. The PSI is a standardized instrument with a reliability coefficient of .89 using Cronbach alpha as reported by Heppner and Peterson (1982). The data collected were analyzed using descriptive statistics and graphical illustration. The result of the research question showed that the level of performance of secretaries is high due to high level of problem-solving skills. The study revealed the benefits of possessing problem solving skills to advance job performance. The study recommended among others that secretaries should make every effort to improve their problem-solving skills so as to enhance their performance in the public service and that secretaries who possess high problem-solving skills be encouraged for better performance and improved productivity.

Keywords: Secretaries; Skills; Problem-Solving Skills; Performance; Job performance

Introduction

The importance of secretaries in an organization cannot be overemphasized due to the fact that they are the life-wire of organizations be it private or public establishments. Secretaries occupy enviable positions that cannot be overlooked because they play invaluable roles towards the achievement of the objectives in any operational organization. The capacities and adequacy of the secretaries in any business organization depend upon their accessibility to office technologies just as their competencies and skills. However, Atakpa (2010) noted that secretarial functions everywhere in the world have undergone technical changes which require secretaries to possess new skills and sub-skills to enable them to be relevant in modern time.

Skills refer to overt qualities demonstrated in technical and practical abilities to solve cogent problems which are of benefits to self and the organization in which one works (Oke & Olakotan, 2017). According to Aluko (2014), skill denotes the ability to perform tasks to predefined level of competencies. Skills are personal qualities, habits of mind, practical abilities, behaviours that enable people to size up situations requiring their attention or participation and adapt their behaviours to act or respond appropriately. Similarly, Ekpenyong (2011) posited that skills are organized and coordinated pattern of mental and or other display of information which usually involves both receptor and effectors processes. Skills also involve a degree of proficiency in applying knowledge and understanding to complete an action or task for the attainment of organizational goals.

However, secretaries in public services must be abreast of current circumstances within and outside their establishment. This would enable them to learn and keep learning and as well adjust flexibly in a timely fashion to a constantly changing environment which is characterized by technology. In a similar vein, secretaries are equally expected to work well with others having the finesse to analyze situations, develop and execute plans. A secretary is required to take total control of the workplace with or without the presence the boss. This presents on the secretary some administrative task and at the same time, issues will emerge in the form of problems which have to be resolved without recourse to the boss (Adesanya and Sotayo, 2015). To this end, secretaries must be critical thinkers who displayed high level of problem-solving skills.

Problem solving skill is one of the higher-order thinking skills demanded in every organization. It alludes to the ability to utilize knowledge, realities and information effectively to solve problems in the workplace. Problem-solving skills are skills that contribute to the employees' growth and competitiveness in the global world (Science, Technology, Engineering and Mathematics Network STEMNET, 2014). Problem solving skills that have high affinity with critical thinking skills are significant on the grounds that they empower one to manage social, logical, and practical problems (Shakirova, 2007). Simply put, secretaries who can think critically can take care of issues effectively. The solution to any problem lies in agreement to the skill and effort of the secretary. The best solutions are made by employees who can use the best strategies by first evaluating the problem. Problem solving skills give one a distinct edge both in a secretarial job and in other positions within the organization.

Consequently, Lisa and Mark (2008) averred that possession of knowledge or information by secretaries is not enough. Hence, secretaries must strive to be effective in the workplace, solve problems to make effective decisions and think critically. In other words, secretaries should as a matter of necessity develop conceptual understanding of happenings for transference to different situations so as to improve their performance. Therefore, Wade and Parent (2002) noted that problem solving skills are essential for secretaries in performing their jobs. Similarly, Tamkin (2005) noted that relationship exists between problem solving skills and job performance. Furthermore, Rosen and Tager (2013) on collaborative problem solving, cooperative work and group work reported a significantly positive relationship between problem-solving skills and performance.

Performance is viewed as the implementation of an action or one's ability. It is normally described as the degree to which an employee contributes to achieving the goals of the organization. Great performance is equally related with accomplishing the quality, quantity, participation, trustworthiness and innovativeness. Worker's performance is considered as the proportions of the nature of human capital held by the organization. The contributing factors of performance are individual, organizational, environmental, motivation, skill level, aptitudes and job observations. The quality of employees has important influence on the performance. It is given that a person with high skill level will succeed while it is natural that whoever possesses a high skill in job knowledge (unique skills, intelligence and work methods) will succeed in his job. Employees' job performance is very important because it reflects the government performance. Employee performance standards were designed by the government to measure the effectiveness of the organizations. Therefore, job performance becomes the most important focus of administrators and academicians because the performance level will deteriorate if the level of skill of employee drops and as it is, employee is believed to be the "backbone" of the any government services. (Fauzilah, Noryati & Zaharah, 2011).

Performance is an important criterion for organizational outcomes and success and a secretary who is the mirror of the organization is not left out. Campbell (1990) described job performance as something individual does. Job performance is termed as the aggregated value of

the discrete behavioural episodes to the organization that an individual performs over a standard interval of time. Job performance has been portrayed as an accomplishment of assigned duties in accordance with organizational guidelines subject to reasonable utilization of available resources (Jamal, 1984). Effective job performance has significant effects on both an organization and its employees. For the organization it is a means by which it ensures production, economic growth and survival. Likewise, effective job performance gives the employees financial gains, security, social status, family and social privileges, health benefits and recreational and educational opportunities (Adana, 1986).

Statement of the Problem

The rate at which many organizations lag in the scheme of development, calls for an urgent need for the secretaries who are seen as life-wires of such organizations to possess the wherewithal to function effectively in the organizations. This is because having the required skills at all cost foster untold development to organizations, the danger with which if not having will do more harm than good to the organization.

Nwaokwa and Okoli (2012) confirmed that the main cause of poor job performance among secretaries is their inadequate skills to meet up the current office demand. However, secretaries who possess requisite skills enjoy benefits such as: improved performance, effectiveness, better productivity, and job satisfaction among others. It is on this premise that the researchers seek to examine the relevance of problem-solving skills on secretaries' job performance in Ogun State public service.

Purpose

This study examined the relevance of secretaries' problem-solving skills for improved job performance in Ogun State public service. Specifically, the study examined:

1. The level of secretaries' problem-solving skills for improved job performance

Research Question

The research question raised below guided the study:

1. What is the level of secretaries' problem-solving skills for improved job performance?

Methodology

The research design that was used for this study is the descriptive research design of the survey type. This is considered appropriate because it involves collection of the requisite data through the use of questionnaires which aim at eliciting information from secretaries in the Public Service of Ogun State and no variable was manipulated.

The population for this study comprised of all Secretaries in all the public establishments in Ogun State. The sample for this study consisted of 300 Secretaries selected through simple random sampling. The instrument adopted for the study is the Problem-Solving Inventory (PSI), developed by Heppner and Petersen (1982). It is a self-rating scale of 32 items anchored on a 4-point Likert scaling style with options ranging from 1 = Strongly Agree (SA), 2 = Moderately Agree (MA), 3 = Moderately Disagree (MD) and 4 = Strongly Disagree (SD). The inventory has alpha coefficients ranging from .70 to .89 as reported by Heppner and Peterson (1982). The instrument was administered by the researcher and 5 research assistants and 294 out of 300 copies of were retrieved indicating 98 percent return rate. The data collected were statistically analyzed using descriptive statistics of mean, standard deviation and histogram.

Results

Research Question 1: What is the level of secretaries’ problem-solving skills for job performance?

Table 1: Descriptive Statistics of respondents on the level of secretaries’ problem-solving skills for job performance

| Problem Solving Skills | | Statistic | Std. Error |
|----------------------------------|-------------|-----------|------------|
| Mean | | 135.8707 | 1.05079 |
| 95% Confidence Interval for Mean | Lower Bound | 133.8027 | |
| | Upper Bound | 137.9388 | |
| 5% Trimmed Mean | | 136.5824 | |
| Median | | 140.5000 | |
| Variance | | 324.625 | |
| Std. Deviation | | 18.01735 | |
| Minimum | | 87.00 | |
| Maximum | | 182.00 | |
| Range | | 95.00 | |
| Interquartile Range | | 24.00 | |
| Skewness | | -.693 | .142 |
| Kurtosis | | -.218 | .283 |

The result presented in Table 1 revealed scores for problem solving skills of secretaries in the public service of Ogun State. Mean (135.871); median (140.500); variance (3324.525); standard deviation (18.017); minimum score (87.00); maximum score (182.00); range (95.00); interquartile range (24.00); skewness (-.693); and kurtosis (-.218) were revealed. The results are graphically presented in Figures 1 and 2 below. This implies that the problem solving skills of secretaries in the public service of Ogun State is high.

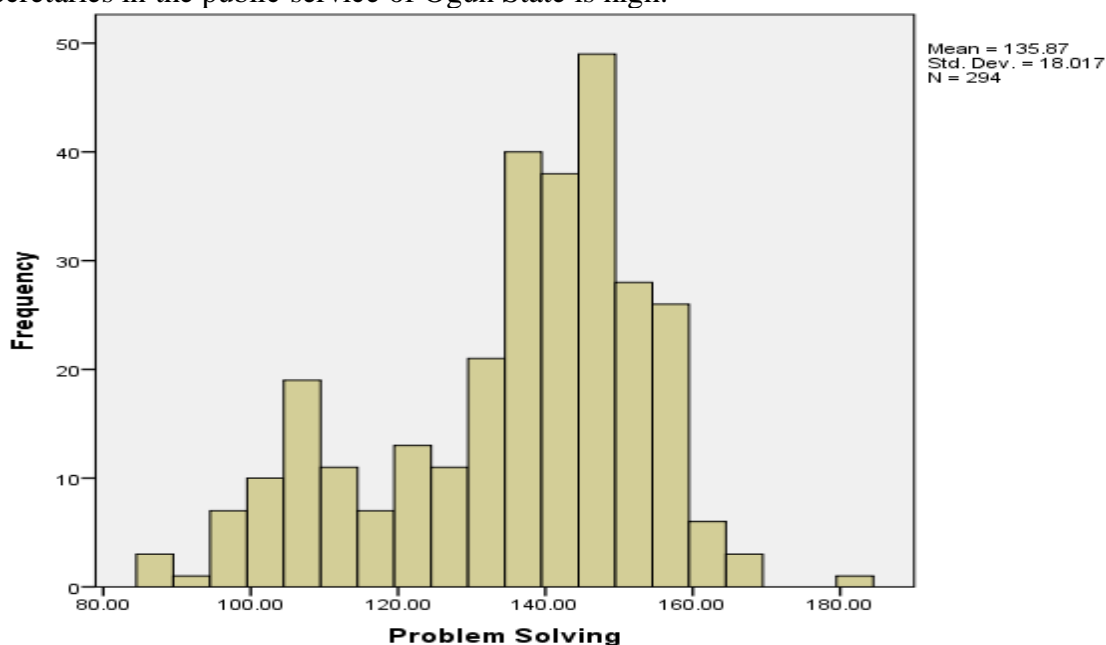


Figure 1: Histogram Showing the Level of Problem-Solving Skills of Secretaries in the Public Service of Ogun State

The Figure 1 revealed the histogram of level of problem-solving skills of secretaries in the public service of Ogun State. The mean of the level of problem-solving skills pulled 135.87

while the standard deviation pulled 18.02. This indicated the respondents are not far from each other.

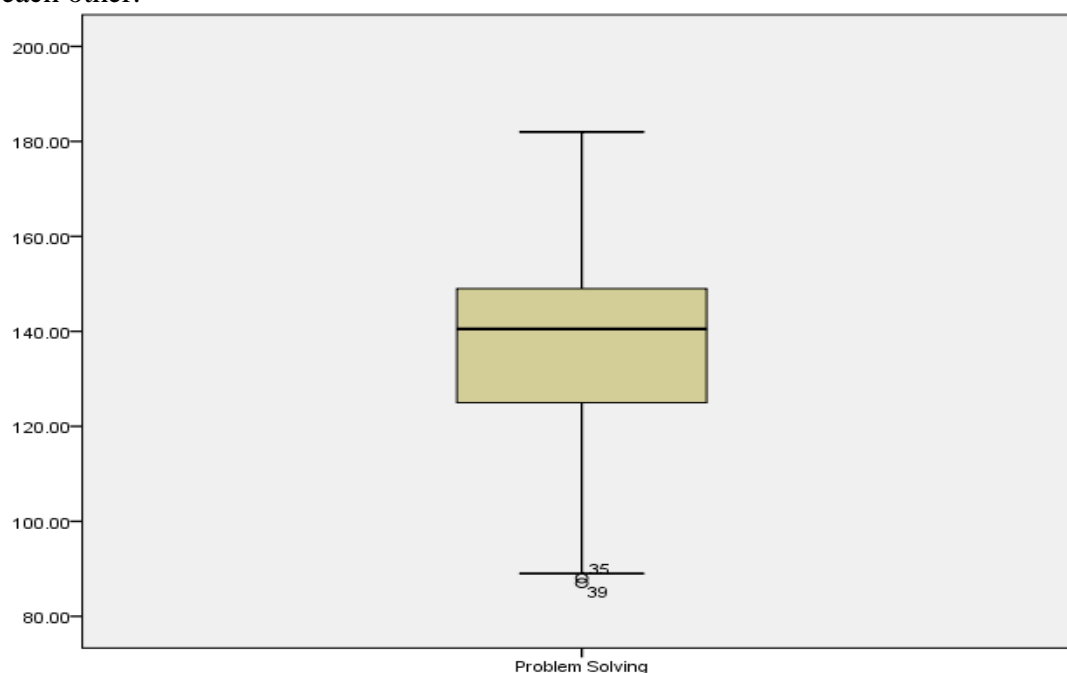


Figure 2: Box Plot Showing the Level of Job Performance of Secretaries in the Public Service of Ogun State

The Figure 2 above is the graphical presentation of Box Plot pulled 180 on a 200 scale. This indicated that the job performance of secretaries in the public service of Ogun State is very high.

Discussion

The data presented in Table 1 and Figures 1 and 2 provided answers to research question. The result of research question one revealed that the level of secretaries' problem-solving skills is high. This was supported by Tamkin (2005) who conducted a research in Europe on high performance work practices, the study confirmed that relationship exists between problem solving skills and job performance. It is also in agreement with the study of Rosen and Tager (2013) on computer-based assessment of collaborative problem-solving skills and the findings reported a significantly positive relationship between problem-solving skills and performance. Similarly, it is equally in consonance with the submissions of Wade and Parent (2002) on a study conducted on relationship between job skills and performance. The reason for this study was to determine the level of the skills and the degree to which the skills influence job performance. They noted that skills are essential for employees in performing their jobs and in contrast, the survey results showed that deficiency in job skills lead to lower performance. Furthermore, the findings of the study were buttressed by the positions of scholars like: Lisa and Mark (2008); and Shakirova (2007). Lisa and Mark (2008) who averred that possession of knowledge or information by secretaries is not enough. Hence, secretaries must strive to be effective in the workplace, solve problems to make effective decisions and must as well be able to think critically. In other words, secretaries should as a matter of necessity develop conceptual understanding of happenings for transference to different situations so as to improve their performance. Shakirova (2007) asserted that who ready to think analytically can to solve problems effectively. In addition, the possession of requisite skills by secretaries as noted by Oke and Olakotan (2017) will enable secretaries to solve cogent problems which are of benefits

to self and the organization. Adesanya and Sotayo (2015) confirmed that problem solving skills will make a secretary exercise total control of the office with or without the presence of the boss and settled issues without recourse to the boss.

Conclusion

The possession of problem-solving skills by secretaries in Ogun State public service which is recorded to be high remains a pointer to the fact that possession of problem-solving skills is a sine qua non to job performance in organizations.

Recommendations

In line with the findings of this study, the following are recommended:

1. Secretaries should make every effort to improve their problem-solving skills so as to enhance their performance.
2. Efforts should be made to encourage secretaries who possess high problem-solving skills for better performance and improved productivity.
3. Employers of labour and organization leaders should recognize and appreciate workers especially secretaries that demonstrate these skills in order for others to develop theirs.
4. There should be provision of in-service training for secretaries in the public service which will bring about improvement of their problem-solving skills.
5. Provision should be made for regular on-the-job training for secretaries in the public service which will not only make them more competent, but also lead to enhancement of their job performance.

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PERCEPTION OF YOUTHS OF THE EFFECTIVENESS OF ENTREPRENEURSHIP TRAINING ON THE WILLINGNESS AND STRATEGIES TO START-UP BUSINESS VENTURE

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Abstract

Entrepreneurship is viewed as an effective tool not only for curbing unemployment, impoverishment, and under-development in developing nations, but also as a means for speedy economic growth in both developed and developing nations. This study examined the perception of youths of the effectiveness of Entrepreneurship Training on the willingness and strategies to start-up a business venture. Two purposes and research questions were raised for the study. The study used qualitative research methods in addressing the research questions. The population of the study comprises youths across the districts in Bokkos Local Government Area of Plateau State. A total sample of 245 youths was selected from the population of the study. The sample was selected using a stratified random sampling technique. The identified stratum was the districts in Bokkos Local Government Area of Plateau State. The participants were trained for one month, thereafter, focus group discussion was conducted with the youths after the training to gather the data for the study. The focus group discussion guide was designed by the researchers and is made up of nine open-ended questions. The qualitative data gathered were transcribed and analyzed using content analysis to determine the relevant themes. The study found that youths have a positive perception of the effectiveness of entrepreneurship training on willingness and strategies to start-up entrepreneurship business. Based on the findings, the study concludes that entrepreneurship training is effective in helping youths to have the willingness and learn the strategies to start-up a business venture. Based on the findings, it was recommended among others that non-governmental organizations, philanthropists, and well-meaning individuals should organize entrepreneurship training for youths to help create entrepreneurship willingness in them. This will lead to poverty reduction when the willingness is translated into practice. Keywords: entrepreneurship, training, willingness, strategies, business, venture

Introduction
Entrepreneurship is a phenomenon of utmost importance that is capable of revolutionizing the economy of any nation.

Keywords: entrepreneurship, training, willingness, strategies, business, venture

Introduction

Entrepreneurship is the ability some people hold to live with the risks and combine elements of production to create commodities and services. It can as well be viewed as the willingness and power of an individual to look for investment opportunities in the environment and be able to install and operate an enterprise successfully based on the identified opportunities. It is also conceptualized to mean the operation and activities undertaking by entrepreneurs directed at capturing value associated with business opportunities. Entrepreneurship development has led to employment generation, growth of the economy, and sustainable development in many countries. Entrepreneurship is viewed as an effective tool not only for



curbing unemployment, impoverishment, and under-development in developing nations, but also as a means for speedy economic growth in both developed and developing nations (Evans, 2011; Fatoki & Garwe, 2010).

Entrepreneurship development is the key to poverty reduction, creation of employment, and speedy economic growth, several governments in Nigeria have, over the past years, made policies and programmes, targeted at developing entrepreneurship through the growth of small-scale businesses. Despite all the efforts, the unemployment rate has remained high, rising from 13.1% in the year 2000 to 23.9% in 2011, with youth unemployment put at over 50% (Risenetworks, 2013). Over 100 million Nigerians live below the poverty line on less than US\$1 a day and with the percentage of the population in abject poverty rising from 54.7% to 60.9% between 2004 and 2010 (Fairoz, Hirobumi & Tanaka, 2010). Entrepreneurship has been seen differently by authors.

The entrepreneurship concept has many definitions and the common denominator in a good number of studies is the important role of factors namely, risk-taking, innovation, competition, proactive, flexibility and perseverance identification, and use of opportunities, with varying degrees of emphasis (Zahra, et. al, 2008). Rauch, Wiklund, Lumpkin, and Frese (2009) similarly expressed the strong view that the existence, nature, and discovery of opportunities constitute the real core of entrepreneurship. They provide an explanation of why some people discover these opportunities while others do not. In the view of Aladekomo (2004) entrepreneurship is made up of a combination of three elements: the context in which the opportunity arises or is created, a set of personal competencies necessary to identify and use the opportunity, and the capacity to actualize the opportunity by transforming it into a business. If carefully planned, entrepreneurs can be trained.

Entrepreneurial skills training may, however, be a new concept in Nigeria, other countries are shifting emphasis to entrepreneurial awareness and training. It is high time schools to recognize the need for intensive training in entrepreneurship. Ladzani and Van Vuuren (2002) indicated that rapidly changing circumstances require entrepreneurship training at various stages of the organization. Private and public organizations as well as SMEs should receive regular training. They further noted that training can provide owner/managers with the knowledge of how to approach certain challenges, thereby saving time and financial resources, and to become aware of some pertinent regulations and ways that could help them do the work with less stress. Important areas of training might include willingness, motivational, business, and entrepreneurial skills training. Despite this broad range of possibilities, many training institutions conduct training in only one area. Institutions that primarily concentrate on business skills or motivational skills and offer very little on entrepreneurial skills and willingness do not help the SME sector they serve. Training for SME owners/handlers should be seen to be in three tiers that worked together (Cohen, 2006).

Van Vuuren (1999) developed a model amenable to empirical testing that attempts to address the question "How do you improve the entrepreneurial performance of an individual through training intervention?" The model postulates that entrepreneurial performance is a multiplicative function of motivation times entrepreneurial skills and business skills. Entrepreneurial performance is based on the starting of a business/utilizing an opportunity and growth of the business idea. Motivation is seen as the entrepreneur's level of need for achievement. This begins with the willingness to enter into an entrepreneurship venture. Entrepreneurial skills include creativity, innovation, risk-taking, and the ability to interpret successful entrepreneurial role models and identification of opportunities. Business skills include being able to formulate business plans, and financial, marketing, operational, human resources, legal, communication, and management skills. These altogether can be summed up to be the strategies for entering and running a business venture. This study is hinged on the

entrepreneurial disposition theory of entrepreneurship development which was propounded by T.V.S. Rao. His assumption is that courageous entrepreneurial disposition is very important for entrepreneurial development. Besides, for entrepreneurial establishments, individual, physical, and orienting factors are also essential. According to Rao, Entrepreneurial disposition includes factors like dynamic motivation, long-term devotion, individual, social and physical sources, and political system. These factors influence the entrepreneurial establishment, development, and also promote industrial activities. This theory covers the area of willingness to start a venture.

Willingness to engage in entrepreneurship is an essential feature to become a successful entrepreneur, without entrepreneurial and actions one cannot be an entrepreneur. One of the substantive elements in the hierarchical structure of elements that makes one to become a successful entrepreneur is the willingness to embark on entrepreneurial action. You will constantly require to consider action as an entrepreneur. Probably it will be daily. Thus, your chore as an entrepreneur will require from you many entrepreneurial activities and actions that will require to be performed regularly (Fatoki & Garwe, 2010).

There are many times in life that the willingness for achievement motive can be implemented within the individual. Just like the willingness to be independent financially through entrepreneurship. This willingness can be achieved by techniques such as: Setting up the network, or discovering what associations exist in the achievement area, and then extending, strengthening, or otherwise improving the net that they form; conceptualizing the network, or forming a clear and conscious verbal construct that labels the network; tying the network to as many cues as possible in everyday life, especially those preceding the following actions, to ensure that the network will be regular once formed; working out the relationship of the network to subordinate associative clusters, such as the self-concept so that these dominant schemata do not block the achievement thoughts (Van Vuuren, 1996). It is pertinent that all entrepreneurship training programs specifically include the development of the intention of the potential entrepreneur. This will help the possibility to sustain this behavioural change over time and to vest its permanency. The approach to the explanation entrepreneurial intentions has a long history in entrepreneurship studies, which can be traced back to the work of McClelland's in the 1950s. Yurtkorua, Acar, and Teraman (2014) stated that the tendencies to be self-employed is higher for those with positive attitudes to taking risk and independence. Thus, the higher a person's tolerance for risk-taking and the higher their willingness for making decision independently, the stronger their intention and readiness to be self-employed (Douglas & Shepherd, 2002). With the willingness and proper strategies, starting entrepreneurship becomes possible.

It is easy to be captivated by the promise of entrepreneurship and the lure of becoming one's boss. It can be difficult, however, for a prospective entrepreneur to determine what product or service to provide (USINFO, n.d). Many elements need to be put into consideration, including an estimate of market potential, competitor, financial resources, and one's abilities and interests. Then, it becomes paramount to ask: Why would a consumer prefer to make purchases from a new firm? One significant element is the uniqueness of one's idea. By making a new business outstanding from its rivals, uniqueness may pave way for the entry of a new commodity or service into the market. It is better to avoid an entry method that is based on low price alone. New businesses are usually small. Large firms always possess the merit of lowering costs by producing in large quantities. Successful entrepreneurs often distinguish their ventures through differentiation, niche specification, and innovation (USINFO, n.d). Distinction is an effort to break up the new company's product or service from that of its rivals. When distinction is successful, the new product or service is comparatively less sensitive to price fluctuations because customers value the quality that earns the product its distinction. A product may be

functionally similar to its rivals' product, but have characteristics that improve its usefulness. Niche specification is an effort to offer a commodity or service that meets the needs of a specific subset of consumers. By concentrating on a pretty narrow market, a new business may satisfy customer demands better than larger rivals can. Changes in population attributes may create opportunities to serve niche markets (United Nations Development Programme, Commission on the Private Sector and Development, 2004).

USINFO (n.d) stated that innovation is perhaps the defining feature of entrepreneurship. Visionary business expert Peter F. Drucker explained innovation as "change that creates a new dimension of performance." There are two main types of product innovation. Pioneering innovation brings about a technological discovery or new-to-the-world product. Incremental innovation is simply making changes on the already existing products. Innovation can be made in all aspects of businesses, from the production processes to price fixation level. Entrepreneurs in less-developed nations often make their innovations by way of making changes and adapting products made in advanced countries. Drucker referred to this process as creative imitation. This imitation takes place whenever the imitators understand how changes can be made, used, or sold in their market better than the real makers of the product do. Innovation, distinction, and/or market specification are effective strategies to assist a new business to woo customers and start making revenue (United Nations Development Programme, Commission on the Private Sector and Development, 2004). When potential entrepreneurs have these strategies, it becomes easier for them to start-up business ventures. The results of this study will enable youths to understand and focus on implementing key business practices and adopting the key entrepreneurial strategies and skills that can lead their businesses to long-term survival. Achieving this will contribute to the reduction of the high small-scale business failure rates and consequently reducing poverty among the youths. The findings of this study will help the future entrepreneur to be aware of the characteristics that will enable them to beat the odds and go after their dreams with focus.

Statement of the problem

The poverty level among youths has become a worrisome situation. Poverty has various expressions, including lack of income and factors of production capable of ensuring sustainable living; malnutrition, lack of access to quality education and other basic amenities, poor housing; social inequalities, and exclusion. Most of these poverty indications can be seen among the youths in Nigeria. This is because many Nigerian youths are unemployed. Youth unemployment is an issue in Nigeria, the youths are also discouraged in seeking jobs. This situation is worsened by the fact that the government cannot create jobs nor absorb job seekers at a rate that will meaningfully contribute to the alleviation of the issues of unemployment. Based on this statement, it looks like there are few or no job opportunities for the unemployed and graduates of tertiary institutions. In a bid to address the issue, the government of Nigeria has tried to promote entrepreneurship as a means of addressing the issue of youth unemployment. The question is, has these efforts by the government changed the mindset of the youths from seeking jobs? Youth mindsets can be changed by giving them orientation on the willingness and strategies to start-up business venture through entrepreneurship training, hence the need for this study.

Research Questions

1. What is the perception of youths of the effectiveness of entrepreneurship training on their willingness to start up a business venture?
2. What is the perception of youths of the effectiveness of entrepreneurship training on the strategies to avoid business failure among youths?

Methodology

The study adopted qualitative research. The study used qualitative research methods in addressing the research questions. The methodology involved the examination of the perceptions of youths of the effectiveness of entrepreneurship training on their willingness to start a business. A qualitative design was appropriate for this study because, as Williams (2008) has noted, that few truths constitute universal knowledge; rather, there are multiple perspectives about the world. The population of the study comprises youths across the districts in Bokkos Local Government Area of Plateau State. A total sample of 245 youths was selected from the population of the study. The sample was selected using a stratified random sampling technique. The identified stratum was the districts in Bokkos Local Government Area of Plateau State. The participants were trained for one month, thereafter, focus group discussion was conducted with the youths after the training.

The focus group discussion guide was designed by the researchers and is made up of nine open-ended questions. The questions were meant to solicit the perception of the participants of the effectiveness of the training received on their willingness to start-up a business, and strategies to avoid business failure for poverty reduction. The focus group discussion was conducted face-to-face during the final session of the training. English and Hausa languages were the media of communication for the discussion because some of the participants were fluent in the English language. Ethical considerations such as informed consent, voluntary participation, and confidentiality were considered. The data from the focus group discussion was audiotaped on the permission of the participants. The discussion took lasted for two hours.

To ensure both face and content validity of the instruments, the focus group discussion guide was validated by three experts. This was to ensure that the focus group discussion questions measure accurately and consistently what they were supposed to measure. The training was for three hours each, thrice a week. The training lasted for a month. Immediately after the training, the focus group discussion was conducted with the participants to ascertain the impact the entrepreneurship training has made on the perception of the participants regarding the willingness to start-up a business and strategies to avoid business failure for poverty reduction. The qualitative data gathered were transcribed and analyzed using content analysis to determine the relevant themes.

Results

Out of the 243 youths that began this study, 241 participated in the training to the end of the training. The analysis of the data collected are presented under relevant headings as follows:

Research Question One: What is the perception of youths of the effectiveness of entrepreneurship training on their willingness to start up a business venture?

Entrepreneurship training on willingness to start an entrepreneurial venture

On training experiences and willingness to start an entrepreneurial venture to reduce poverty, almost all participants indicated that they are willing to start an entrepreneurial venture. The data collected for research question one was analyzed and the following themes were identified:

Theme 1: Entrepreneurial willingness

On training experiences and willingness to start up a business, all the participants expressed their enthusiasm and great willingness to start up a business as soon as possible. Almost all of them said *they are willing to apply the knowledge and skills we have learned in*

entrepreneurship training to practice. One hundred and eighty-two participants representing 92.9% affirmed that *this training was a great eye-opener for them and they are willing to change the course of their financial status, by engaging in entrepreneurship.* They said that after all there is no job available for them outside there. Also, 167 participants representing 69.3% said that *they are willing to start up their businesses because they want to be their bosses instead of working under others.* They stated that they want to be employers of labour. Some of the participants claimed that they are tired of seeking jobs that are nowhere to be seen and therefore the training was a very timely opportunity for them. Some participants spoke about their experiences about their perception of their job career. Furthermore, most of them expressed their satisfaction with how the training content met their needs of what they want to do in life.

Theme 2: Willingness to engage in entrepreneurial venture even when employed

Some of the participants said that they are willing to start a business venture even when they are employed. One hundred and thirty-four participants representing 55.6% said that *they are willing to have a business of their own even if they are employed elsewhere because there is no job security when working for others.* The participants want to combine both employed job and their business in case they lose the employed job. A few participants 67(27.8%) said *they are willing to start a business of their own together with government or private employment because they want more than one stream of income.* These participants have seen that an entrepreneurial venture is a necessity even one is employed. The participants stated that the training has exposed them to see the need to start a business venture of their own. Most of the participants said that their orientation about entrepreneurship has changed for the better. Ninety-eight participants representing 40.7% acknowledged that the entrepreneurship training has made them want to start a business venture of their own. The training has created awareness on the participants which has gone a long way to making them have a positive intention about having their own business, rather than struggling to look for jobs.

Theme 3: Willing to start a business for financial independence

A few participants 78(32.4%) said *they are willing to start a business of their own to achieve financial independence.* These groups of participants are of the perception that the entrepreneurship training given to them has motivated them to start their own business which will help them to achieve financial independence. One hundred and twenty-nine participants representing 53.5% said *they are willing to start a business venture to accommodate the desired lifestyle.* These participants acknowledged that entrepreneurship training has helped them to see the need to be willing to own their business.

Research Question Two: What is the perception of youths of the effectiveness of entrepreneurship training on the strategies to avoid business failure among youths?

On training experiences and strategies to start-up a business, this is one of the areas that the participants were trained, that is, one of the contents of the training programme. The participants said that they have learned a lot of strategies to start-up a business in the course of the training programme.

Theme 1: Business Ideas

One hundred and eleven participants representing 46.6% stated that *the first and major strategy to start-up business is to come up with a business idea.* The learned through the training that the key to coming up with a business idea is identifying something that customers want or, perhaps, more importantly, filling an unmet need. This is one of the areas of the training given to the participants. Also, 154 participants representing 64.7% indicated that *to come up with an innovative business idea, you need to be creative. They said creativity is very important to be*

able to come up with business ideas. Trying to do what others have not done before. These groups of participants have a positive perception of entrepreneurship training in terms of creativity. Creativity is the core of entrepreneurship. Some participants said they have learned through the training that *entrepreneurs are innovators who start companies to create new or improved products*. Entrepreneurs strive to meet a need that's not being met, and their goal is to grow the business and eventually expand into other markets

Theme 2: Industry to enter into

The participants said that another important factor in business start-up is to know the type of business to enter into. The participants stated that they have been exposed to the factors to consider before choosing the type of business, such factors as; *capital, skills, size of the business among others*. Also, 112 participants representing 46.5% said that *the entrepreneurship training has helped them to realize that even if they do not possess enough skill to enter into a business, they can find a team or individual who has the necessary skills or acquires them*.

Theme 3: Capital

This is the most important aspect of a business start-up. Almost all the participants indicated that capital is core and very important for business start-ups. The participants 201 representing 83.4% said that *they have learned through the training that entrepreneurs are financed by friends and family, at least in the very early stages. Others may borrow through their accounts, though quite often, high-interest rates make this approach unattractive or too expensive for the new business to afford*. Others can be financed from their savings. Some of the participants 189(79.4%) said that one of the strategies to start-up business is to be competitive in mind. *They affirmed that a new business must adopt the mentality that its success is contingent on winning battles*. You have to fight to the top if you want to succeed. If you do not, your competitors will beat you to the prize. Competition is key to be a successful entrepreneur.

Theme 4: Others

The majority of the participants 209 representing 87.8% said to start a business, an entrepreneur must be focus on his principles. General business practices apply to all industries. An entrepreneur should not get too narrow-minded about specific fields and forget common sense. They said further that business owners must understand all aspects of the business. For example, if you are not an expert in accounting, tax law, finance, or management, it might be wise to seek advice because the entrepreneur cannot afford to make crucial mistakes in these areas. One hundred and six participants representing 44.5% said that one of the strategies to start-up business is to be passionate. If you do not love what you do, do not do it. It is truly as simple as that. They said that an entrepreneur needs to put in long hours and make sacrifices for the success of the business. When one is has passion about what they do, putting in the long hours would not be difficult. Developing a solid strategic business plan is one of the strategies to avoid business failure as identified by 127(53.4%) participants. They affirmed that a well written solid strategic plan provides a pathway to success, also, to be a benchmark against which the manager measures actual performance against the expected. This they said forces the manager to ask and answer crucial questions. Some of the participants said that business failure can be avoided if the entrepreneur will always challenge him/herself. They said that If one wants to be a successful entrepreneur, there is a need to challenge oneself. No person can challenge you better, therefore, it is your responsibility to do it. Setting targets which become like challenges helps entrepreneurs to be up and doing. If one is always looking for the next challenge, they will often be ready for what comes their way they said.

Discussion of Findings

The study also found that entrepreneurship training has a positive impact on the willingness to start-up business for poverty reduction among the youths. This means that entrepreneurship training was able to impact the youths' willingness to start-up a business of their own. This finding supports the earlier finding of Owusu-Ansah (2004) who observed that a lot of people were well motivated to start-up business by the fact that they were trained in entrepreneurship. He further stated that students who have received entrepreneurship education largely have positive attitudes and perception towards self-employment and entrepreneurship willingness. This finding is related to the finding of Mamman (2016) who found that students have acquired knowledge of entrepreneurship education in the areas of basic business start-up, writing of business plan, idea development, Process from idea to realization of a start-up, business model, problem identification and solution development and others. This means that students are acquiring relevant entrepreneurship skills.

The study found that entrepreneurship training has a positive impact on youths' acquisition of the strategies to avoid business failure for poverty reduction. This means that the participants were able to learn the strategies to avoid business failure. The understanding of these strategies will go a long way to help the participants once they start their own business. The skills learned include: Manage your financial resources properly, developing a solid strategic business plan, cultivate a good behavioural attitude towards your workers and customers, learn from prior work experience, developing a diverse set of skills among others. This finding supports the list of Schultz (2019) who stated successful entrepreneurs must understand and work with these strategies: develop a diverse set of skills, identify a problem that needs solving, then solve it, surround yourself with people you trust, remain curious, get gritty, challenge yourself, be passionate among others.

Conclusion

Based on the findings of the study which revealed that youths have a positive perception of the effectiveness of entrepreneurship training on willingness and strategies to start-up entrepreneurship business, it was concluded that entrepreneurship training is effective in helping youths to have the willingness and learn the strategies to start-up a business venture. This is because when youths are willing and acquire the right strategies to start a business, then poverty will be a thing of the past. These findings imply that when youths are exposed to entrepreneurship training, it will change their orientation about entrepreneurship and make them understand the strategies to start-up a business. When all these are put into practice by the training participants, it could go a long way to change their financial status for the better and lead to economic growth.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Non-governmental organizations, philanthropists, and well-meaning individuals should organize entrepreneurship training for youths to help create entrepreneurship willingness in them. This will lead to poverty reduction when the willingness is translated into practice.
2. The government at all levels should organize entrepreneurship training programmes for youths to acquire relevant entrepreneurial strategies. which will go a long way to reduce poverty among the youths.

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INFLUENCE OF PARENTAL LEVELS OF EDUCATION ON STUDENTS' ACADEMIC ACHIEVEMENT IN BUSINESS STUDIES IN PUBLIC JUNIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

By

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Abstract

The primary objective of the study was to determine the influence of parental levels of education on business students' academic achievement in public junior secondary schools in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The study adopted a mixed of descriptive survey and ex-post facto design. The population constitutes 69,487 students which were drawn from junior secondary schools in five educational zones across the 21 local government area of Adamawa State. Simple random sampling technique was used to determine the sample of 382 students for the study. Structured questionnaires of 15 items were adopted for the study and the data collected were analysed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis and Z-test at 0.05 level of significance. The major findings of the research include the following: parental level of education has a positive significance influence on the student's academic achievement in Business Studies and there is no significance difference between males and females student's academic achievement in Business Studies among junior secondary schools students in Adamawa State, Nigeria. It was concluded that parental levels of education positively influenced their learning. It was indicated in the findings that the students showed, higher academic achievement whose father and mother were more educated as compared to those students whose father and mother were not educated or less educated, as well as the study indicate that there is no significant difference between males and females student's academic achievement in Business Studies. The researchers recommended that the school administrators through school-open-day/exhibition week, PTA meetings and other means should urge parents who have low level of education to complement their children education by hiring additional lesson teachers for them at home, and parents who have high education should strive to read through their child's note books and monitor their educational development.

Key Word: Influence, Parental Levels of Education, Students' Academic Achievement, Junior Secondary Schools.

Introduction

Despite the importance and contributions of Business Studies to daily activities of individuals, businesses and government; the persistent poor students' academic achievement of students in the subject has not been adequately addressed. Udoukpong, Emah and Umren (2012) stated that a number of factors are capable of determining the academic achievement level of

students in a particular subject or course of study. These factors included school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, pupils to teacher ratio, family sizes, parental occupations, parental levels of education, parental motivation and gender among others.

Akerman (2012) also opined that if parents do not see Business Studies as a worthwhile subject, then parents will apply very little influence or pressure to encourage their child to have a good academic achievement in the subject. Business studies are a subject which is design to introduce students into the foundational knowledge of the principles as well as practices of business. Osuala (2013) opined that business studies helps students to make informed decisions in the everyday business of living. Business Studies prepares students for business careers as well as to enable them become more efficient and advance to higher business positions. Business studies has five components which include; Office Practice, Commerce, Book-keeping, Shorthand and Typewriting. Considering the nature of its components, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas. The family background involves all the conditions as well as the conditions in the family which may influence the child emotionally, physically, financially and intellectually. Obviously, children who came from different family backgrounds may be affected differently by such family conditions. Thus, it may be the major reason why some children have a good home family background, educationally while others have poor background.

The family background factors include; family sizes, parental occupations, parental motivation and parental levels of education. These are the major factors of family background. Parental levels of education may influence the goals and values they have for their children. These values could result in differences in parenting practices which, in turn, results in differences in children's academic achievement. In other words, parental levels of education bring to light parents' involvement, confidence, ability to encourage, positive attitude, toward attainment of formal education and capacity to participate in their children school activities in order to facilitate their children's good academic achievements. Parents' levels of education can be classified into higher education and lower education. Parents who are highly educated must have obtained Senior School Certificate Examinations (SSCE), Ordinary National Diploma/National Certificate in Education (OND/NCE), Higher National Diploma or Bachelors Degree (HND/B.sc) in different fields of learning; Post Graduate Certificates and Diploma in Education. Some of them must have obtained Masters in Education, Master of Science, Doctor of Philosophy (PGDE, M.Ed, M.Sc, Ph.D) among others. Nevertheless, parents with Junior Secondary School Certificate (JSSC) and below are referred to as those having lower education.

Parental level of education is the aggregate systematic development, instruction and training from an institution of learning to acquire knowledge, skills and natural powers needed for everyday life experiences. When the adolescents required information on topics such as career planning, they looked to their parents for overwhelming majority of the time. The parental levels of education may to the large extent positively influence student's academic achievement (Biccer and Capraro, 2011). In support of this view, Onuigbo (2015) noted that educational level of parents which is an indicator of socio-economic status has direct influence on child's values as well as their academic achievements in school. Those parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children (Ammar, 2014). According to Dubow, Boxer and Huesmann (2013), education level of a parent is a significant predictor of a child's educational achievements and behavioral outcome. Parents with higher educational levels have expectations of their children's academic achievement in Business Studies (Eremie, 2014). According to Abdullaziz (2015) maintained that the parents who have high educational level provide an environment that supports their children in attaining their education and improve academic achievement in Business Studies.

Kerubu, Kinga and Mukolwe (2015) opined that educated parents appear to be worried much on their children academic work.

Educated parents create time to check their children work which help to builds more confidence in their academic abilities hence succeed in life. The association between parents' and their children's educational achievement always goes hand in hand, highly educated parents provide more incentive and enabling environment for their children learning (Ogunsola and Adewale 2012). According to Pata (2014) observed that the extent of each parent's education measures the extent of their children levels of educational attainment. This is so because, the highly educated parents will prefer to leave in rented apartment and manage with the little income they have and enroll their children in better schools as well as provide them with all necessary materials that will enable their children to make their teaching and learning process easier. In addition to analysis of American parents' time use for their children education. Osunloye (2008) noted that time spent with children is valued more by better educated parents.

Parental level of educations helps to enhance the knowledge, values, belief and goals about their childrearing and academic achievement. Ammar (2014) mentioned that those parents who are highly educated guide their children in doing their home works for better academic achievement in Business Studies. Harirs and Janet (2008) identified that parental levels of education affect parenting style which, in turn, affects children's academic success. Pata (2014) added that families with higher educational levels are likely to be more permissive and less strict in parenting. According to Gabriel (2010) stated that parental education shows a strong correlation to students' academic achievement. Other researchers have debated the correlation of parental levels of education and students' academic achievement in Business Studies. Aliyu (2008) is of the opinion that the parents who are highly educated engage their children to participate in debate competition in different subjects. Leleroq (2011) stated that parental levels of education are directly related to styles of parenting and not student's academic achievement reading for the debate will enable their children to cover the syllabus of their subjects.

Leleroq further stated that the parents with lower educational level used coercive strategies for discipline which, in turn, predisposed their children to antisocial and abnormal behaviours. Such children performed very poorly and obtained lower grades (Qeca, 2010). And Onuigbo (2015) noted that a mother's and father's educational attainment link positively to parenting and adolescents' academic performance. Gabriel (2013) stated that well-educated mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their child's school academic achievement. The same study showed that well-educated mothers' expectation levels are higher and they have more demands of academic achievement for their children. Qeca (2010) stated that the mothers' educational attainment levels have tremendous effects on student academic achievement. Bysenk and Locksoh, (2011) identified that the difference between paternal and maternal influence on students' academic performance and educational goals, and concluded that ND/NCE, HND/Degree, and Post Graduate holders students were greatly impacted by parental levels of education. The parental levels of education may enhance the realistic expectation and the ideal educational aspiration of the student.

Other studies indicate that a father's educational level has a direct bearing on children and a mother's educational level has an indirect effect. Gross (2010) observed that fathers' educational level levels had a significant relationship with intelligence and achievement scores in American and Korean samples. Other significant results were that fathers who obtained a higher education levels had children who were more intelligent and higher achievers. Gabriel (2010) opined that high levels of achievement are indicators for children who had highly educated fathers. On the other hand, Biccer and Capraro (2011) stated that the mothers' educational levels were not as influential to students' academic achievement. In fact, the results

indicated that mothers' educational attainment levels did not affect student's academic achievement when Bicer and Capraro were drawing their conclusion of studies. Besides, the parental levels of education indirectly affected the psychosocial maturity of adolescents and children of American and Korean samples. Well-educated mothers were more interested in their children's activities, and their involvement led their students to be more self-reliant. Although Joseph (2016) is of the opinion that mothers' educational attainment levels did not have any significant impact on student academic achievement, educational attainment indirectly affected the psychosocial maturity of the student, which in turn determined levels of achievement.

Parents who attended college had children who also attended college. In a study of nearly 25,000 8th graders, Ibrahim (2012) observed that students whose parents only attained high school diplomas were five times more likely than their peers to drop out of high school by the 10th grade. Authors such as Prewittz (2010), and Dubow, Boxer and Huesman (2013) stated that parental levels of education and income have an impact on the college experience of their children. Parents who have college degrees tend to have higher incomes and higher educational attainment, and their children attend selective colleges more frequently than their first-generation college peers. Pata (2014) as well as Kipkoech and Ngeno (2015) viewed that parental levels of education have long-term influences on student educational attainment. Students whose parents have degrees are often predisposed to environments of academic preparation and achievement which reinforce the retention of first-year college students. The studies by Shea (2010) and Leleeroq (2011) also stated that first year academic performance is closely related to academic preparation, whereas retention to graduation is associated with friends and family.

Longmore (2009) noted that one of the ways parental levels of education can be measured by attaining a higher education level thereby having access to intellectual resources and parents who have high educational level provide an environment that supports their children in attaining their education. Although schools, peers, and the student's community all have an enormous impact on the young adult's self-identity and studies. Even with parents stating that their assistance with their child's academic development is an important parental task (Clutter, 2010). Educated parents may motivate their children to acquire sound education and improve academic achievements.

Academic achievement acts as an emotional tonic. Good foundation is laid in the school in early years of life. According to Ifedili (2012) academic achievement is referred to as the numeric scored gained by students in an attempt to pass their examinations. Many people have argued that student's academic achievement depends on some factors such as peer influence, parents, gender, school location and teachers and so on. The academic achievement of students in junior secondary school (JSS) is usually noticed in terms of the marks or scores after undergoing a test, examinations and practical. It is by this background; therefore, that the study was out to determine the influence of parental levels of education on business studies student's academic achievement in secondary school in public junior secondary schools in Adamawa State, Nigeria.

Statement of the Problem

The present poor academic achievement of students in Business Studies as reflected in their result of junior secondary school certificate examinations (JSSCE) report by the Chief Examiners of Adamawa State Education Resource Centre on student's academic achievement, cited in all the Five Educational Zones in Adamawa State from 2015 to 2017 sessions is of utmost concern. The report revealed a downward movement in students' academic achievement, based on a credit passes percentage in the year 2015 by 39.69%; 2016 by 34.34%; and 2017 by 33.23%. Based on the figures above, it reveals that something is wrong. From the researchers

observation and interaction with some teachers and students offering Business Studies in Adamawa state in the year 2018, it is obvious that some stakeholders in education believed that parents' influence, in terms of their level of education and line of occupations are some of the major factors contributing to present poor academic achievement, while some teachers were of the view that since the subject is mostly practical in nature, it should be exclusively for male students. Based on the researchers' interaction with parents, students and teachers, it was observed that some believed that those who are not performing well in Business Studies are mostly females.

Others, however, expressed a contrary opinion, stating that female students in recent time perform academically better than male students. The parental educational levels are one of the major influential factors causing low academic achievement (Ammar, 2014). There are different opinions of parents during Parent-Teacher Association (PTA) meetings in both Public and Private Schools in Adamawa State on the low academic achievement of their children in the last 2016/2017 JSSCE in schools. This persuaded the researcher to determine whether, parental level of education has any significant influence on students' academic achievement in Business Studies in JSS in Adamawa State, Nigeria. Thus, constitute the problems that prompted the researcher to carry out this study, to identify possible solutions, using empirical evidence.

Objective of the Study

The primary objective of the study was to determine the influence of parental levels of education on business students' academic achievement in public junior secondary schools in Adamawa State, Nigeria.

Specifically, the study sought to:

1. Examine the influence of parental levels of education on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.
2. Ascertain the difference between male and female on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Research Questions

This research work was formulated to guide and answered the following research questions:

1. To what extent does a parental level of education influence students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?
2. What is the difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?

Research Hypotheses

Based on the specific purposes, two hypotheses were raised and tested at 0.05 level of significance:

HO₁ Parental levels of education have no significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

HO₂ There no significant difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Methodology

The descriptive survey and ex-post facto were the design of the study. This is because the study aimed at determining the possible cause and effect relationship between the parental levels of education on business students' academic achievement. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011). The ex-post facto research design according to Obeka (2011) viewed it as a systematic empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for the study already exists or has already taken place. The population of the study consists of 506 junior secondary schools, and 69,487 students which comprise of 36,282 males and 33,205 females in 2017/2018 academic session in Adamawa State who are the target of the study. The study adopted a sample size of 15 numbers of schools, three from each Educational Zones in order to facilitate data collection. A total of 382 students were sampled randomly from five Zones and JSS III. The major instrument for data collection for this study was 11 structured questionnaire items for students and the student record of academic achievement was collected and used for the year 2017/2018 academic session. In the questionnaire, the items were based on 4-point scale, and weighed on the following scale:- Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Medium Extent (ME) 2 points, Low Extent (LE) 1 point $(4+3+2+1) = 10$. $10/4 = 2.50$. Cut off Point for Decision. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.76. Thus, the instrument was considered reliable for gathering the data for the study. The researchers and research assistants visited the 15 schools, three schools from each of the five Zones for the study and administer the research instrument at their respective premises. A total of 382 questionnaires were administered to students, and 380 were returned. The students result sheets for the year 2017/2018 session were collected and used, mean and standard deviation was used to analyse the data collected to answer the research questions. The null hypothesis one was tested using Simple Linear Regression (SLR) and Z-test in the test of hypothesis one and two respectively in order to determining the existence of the significance to retained or failed to retained the null hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent does a parental level of education influence students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?

To answer research question one, the responses obtained from despondence were analysed using mean and standard deviation as shown herein;

Table 1: Presents the Means and Standard Deviations of responses on Influence of Parental Level of Education on Business Studies Students' Academic Achievement, n = 380.

| S/N | Items/Statements | \bar{X} | SD | Decision |
|----------------------------|--|-------------|-------------|-------------|
| 1 | Parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children. | 2.82 | 1.67 | High Extent |
| 2 | Parents with higher educational levels have high expectations of their children's academic achievement in Business Studies. | 1.60 | 1.26 | Low Extent |
| 3 | Children from illiterate families may learn little or nothing from home that can help them develop interest in academics. | 2.99 | 1.73 | High Extent |
| 4 | The time spent in learning Business Studies with children is valued more by better educated parents. | 3.22 | 1.79 | High Extent |
| 5 | Parental level of education has a strong correlation with students' academic achievement in Business Studies. | 3.24 | 1.80 | High Extent |
| 6 | Parents who are educated always engage their children in meaningful intellectual activities which aid their healthy attitude in learning Business Studies. | 2.94 | 1.71 | High Extent |
| 7 | Parents with higher levels of education mostly seem to develop a stronger confidence in their children's academic abilities in Business Studies. | 3.02 | 1.73 | High Extent |
| 8 | Parents who have high educational level provide environments that support their children in achieving their education and improved academic achievement in Business Studies. | 3.29 | 1.81 | High Extent |
| 9 | Educated parents arrange for supportive teachers in Business Studies to enhance their children's academic achievement. | 2.93 | 1.71 | High Extent |
| 10 | Parents who are educated guide their children in doing their home work for better academic achievement in Business Studies. | 3.42 | 1.85 | High Extent |
| 11 | Educated parents always demand for Business Studies progress reports to monitor their children's academic progress. | 2.87 | 1.69 | High Extent |
| 12 | Educational level of a parent is very important to the child's academic achievement in Business Studies. | 3.07 | 1.75 | High Extent |
| 13 | Parents who are educated encourage their children to study subjects which are pivotal for good university courses. | 3.10 | 1.76 | High Extent |
| 14 | Educated parents always want their children to be future Business educators. | 1.62 | 1.27 | Low Extent |
| 15 | Mothers' educational attainment levels have impact on the academic achievement of their wards. | 3.50 | 1.87 | High Extent |
| Grand Weighted Mean | | 2.90 | 1.69 | High Extent |

Source: Field Survey, 2018.

Table 1 data revealed the respondents mean rating and standard deviation of the extent of influence of parental level of education on students' academic achievement in business studies

in public junior secondary schools in Adamawa State, Nigeria. The responses of item one to fifteen in the questionnaire were analysed and the study revealed that parental level of education has a positive influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria. (The grand weighted mean was 2.90, and the SD stood at 1.69).

Research Question Two: What is the difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria?

To answer research question two, the scores collected were summarize in Table 2.

Table 2: Analysis of Difference between Male and Female Students' Academic Achievement in Business Studies in Public Junior Secondary Schools in Adamawa State, Nigeria, n = 380.

| Variable | Gender | N | Mean | SD. |
|---|---------|-----|-------|------|
| Students' Academic Achievement (Scores) | Males | 201 | 63.45 | 7.97 |
| | Females | 179 | 59.36 | 7.70 |

Source:Field Survey, 2018.

Data in Table 2 revealed the difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria. The number of male students was 201 with means scores of 63.45 and standard deviation valued at 7.97. While number of female students was 179 with means scores of 59.36 and standard deviation valued at 7.70 respectively. Thus, the results established that there is a slight difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

H₀₁ Parental levels of education have no significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Table 3: Summary of Simple Regression of the Influence of Parental Levels of Education on Students' Academic Achievement in Business Studies.

| Variables | B Unstan- dardised | Std. Error | T | Sig. | Beta Standar- dised | R | R ² | Add. R ² | Dec. |
|--------------------------------------|--------------------------|---------------|-------|------|---------------------------|-------|----------------|------------------------|--|
| Parental Level of Education | 34.990 | 8.096 | 4.322 | .000 | .959 | 0.959 | .920 | 0.768 | H ₀₁ Failed to Retain |
| Students' Academic Achievement | .161 | .198 | .812 | .000 | | | | | |

*Significant, p< 0.05. **Source: Field Study 2018.**

Table 3 data reveals the analysis of parental levels of education in relation to students' academic achievement in Business Studies. Table 3, indicates that R² value is .920, Beta = .959 and p = .000. This implies that 92% of students' academic achievement was dependent upon the parental level of education of the students. Thus, since p - value of .000 is less than the level of significance of 0.05, this implies parental levels of education has a positive significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the parental levels of education have no significant influence on students' academic

achievement in business studies in public junior secondary schools in Adamawa State, Nigeria was failed to retain.

H₀₂ There no significant difference between male and female students’ academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria.

Table 3: Summary of Z-test Difference between Male and Female Students’ Academic Achievement (Scores) in Business Studies in Public Junior Secondary Schools in Adamawa State, Nigeria.

| Variable | Gender | N | Mean | Std. Dev. | Std Err. | Df | Z-Calculated | Z-Critical | Sig. (P) |
|---|---------|-----|-------|-----------|----------|-----|--------------|------------|----------|
| Students’ Academic Achievement (Scores) | Males | 201 | 63.45 | 7.97 | 1.048 | 380 | 1.299 | 1.96 | 0.198 |
| | Females | 179 | 59.36 | 7.70 | 1.307 | | | | |

Calculated Z<1.96, calculated p>0.05. Source: Field Study 2018.

Data in Table 4 revealed that there is no significant difference between male and female students’ academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria. This is because the calculated P value of 0.198 is greater than the 0.05 alpha level of significance. The Z-calculated value of 1.299 is lower than the Z-critical value of 1.96, at Df. of 380. Thus, their calculated mean scores were 63.45 and 59.36 for male and female students’ academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria respectively. Hence the null hypothesis which states there is no significant difference between male and female students’ academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria is hereby accepted and retained.

Discussion of Findings

With reference to research question one which sought to establish whether parental levels of education on students’ academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria. The null hypothesis (H₀₁) in Table 3 had results showed that parental levels of education have no significant influence on students’ academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria, indicating that the hypothesis was failed to retain. The data collected revealed that parental levels of education have a positive significant influence on students’ academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria, indicating that the hypothesis was failed to retain. The study found that based on the analysis of data composed from the respondents that students whose parents were highly educated had higher academic achievement than those whose parents had low education. This finding is in line with Abdullaziz (2015) who agreed that the parents who have high educational level provide an environment that supports their children in attaining their education and improve academic achievement in Business Studies. Again the result also agreed with Longmore (2009) who supported that the parental level of education along with monitoring academic assistance and educational support of their children are positively related to good academic achievement. This finding of the study is in consonance with what Ammar (2014) stated that the parents who are educated guide their children in doing their home works for better academic achievement in Business Studies.

Similarly, the finding of this study was also in agreement with Kerubu, Kinga and Mukolwe (2015) who observed that parents who had obtained a higher levels of education, have more stronger confidence in their children academic achievement, and they as well have higher expectations in their learning abilities. They always expect that their children will have good



grades, and work hard to achieve their academic goals. The higher expectations of their parents motivate their wards to perform well academically. The level of confidence they have in their children performance enable them to builds their own confidence in their academic abilities hence improve their academic achievement in Business Studies.

Thus, the result of this study reveals that the parental levels of education have a positive significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria at $P \leq 0.05$.

The findings of research question two and test of null hypotheses two in Table 4 which looked at there no significant difference between male and female students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria. The data collected for this objective revealed that there is no significant difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria.

Conclusion

Based on the outcome of this study, the following conclusion was reached. Parental levels of education have a positive significant influence on students' academic achievement in business studies in public junior secondary schools in Adamawa State, Nigeria; the study revealed the clearest patterns of variation in student's academic achievement. Students showed, higher academic achievement whose father and mother were more educated as compared to those students whose father and mother were not educated or less educated. It was also there is no significant difference between male and female students' academic achievement (scores) in business studies in public junior secondary schools in Adamawa State, Nigeria.

Recommendations

Based on the findings obtained in the study, the researchers make the following recommendations:

1. The school administrators through school-open-day/exhibition week, PTA meetings and other means should urge parents who have low level of education to complement their children education by hiring additional lesson teachers for them at home. Also, parents who have high education should strive to read through their child's note books and monitor their educational development.
2. Parents ought to improve the nature and strategies they raised their children, especially those who are not educated or low educated as their parenting style has a positive or negative influence on their children academic achievement.
3. Gender has no influence or impact in the teaching and learning of Business studies in public junior secondary schools in Adamawa State, Nigeria.

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ACHIEVEMENT NEEDS AS CORRELATES OF ENTREPRENEURIAL READINESS OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION

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Abstract

The study was carried out to determine the relationship of achievement needs with entrepreneurial readiness of business education students in Colleges of Education in South-west Nigeria. To achieve the objectives of the study, two research questions were raised and two null hypotheses were formulated. The study adopted correlational research design. The population of the study consisted of 6,929 business education students. The sample consisted of 693 respondents chosen through proportional sampling technique. The instrument was face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. Cronbach Alpha was adopted to ensure reliability of the instrument with the coefficient of 0.96. The questionnaire was administered on 693 respondents out of which 673 were retrieved from the respondents representing 97% level of retrieval. Mean and standard deviation were used to answer data related to research questions while t-test and Pearson Product Moment Correlation were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that business education students' achievement needs are moderately high in relation to their entrepreneurial readiness. The relationship that exists between business education students' achievement needs and entrepreneurial readiness was found to be positive and significant. The study however concluded that there was significant relationship between achievement needs and entrepreneurial readiness of business education students. Based on the findings, it was recommended among others that the business education students need to develop more curiosity for high achievement need because it will enable them to persist and pursue business goals without any form of discouragement.

Keywords: Achievement Needs, Entrepreneurial Readiness, Business Education Students

Introduction

Undoubtedly, the trend of unemployment in Nigeria is increasing on yearly basis. This is evidenced as claimed by National Bureau of Statistics (2018), that the rate of unemployment in Nigeria in 2016 rose from 14.2% to 18.1% in 2017 and 23.1% in 2018. This could be a direct cause of the youth involvement in activities that are not only affecting their lives but also detrimental to the society at large. Longe (2017) indicates that the accelerated level of non-conforming behaviours among unemployed graduates has culminated into unpleasant social vices which have suffocated the entire Nigerian environment. Therefore, this situation suggests the need for every Nigerian adult to strive for self-reliance which could be achieved through entrepreneurship.

The concept of entrepreneurship is versatile and is used in a wide variety of contexts. It is a concept of self-realization towards financial and economic freedom through production of goods and services for profit reward. Salami (2011) perceives entrepreneurship as the ability to create and identify opportunities and turn such opportunities into business venture. Typically,

entrepreneurship involves creating new products, new ways to improve products or new businesses by developing resources and people in a unique way for maximum satisfaction. Effiong (2011) observes that there is growing scientific evidence that entrepreneurship education is capable of stimulating employment, productivity and economic growth which should be encouraged.

In an attempt to promote economic and stimulate employment, the Nigerian government established some skill-oriented programs and seminars under the platforms of National Directorate of Employment (NDE), Young Entrepreneurship Training Programme (YETP), Vocational and Technical Education Programme, Youth Enterprise with Innovation (YouWin!), N-power Nigeria, and others, with the main purpose of instigating Nigerian youths to develop entrepreneurial behaviour. In this paper, entrepreneurial behaviour could also be termed as entrepreneurial readiness. Entrepreneurial readiness is the setting up of one's mind towards entrepreneurship or being an entrepreneur. According to Dell (2008) and Dhose and Walter (2010) entrepreneurial readiness is the individuals' eagerness to serve as a producer of satisfaction through creation of products that meet the need and wants of people within a given period of time. Leo (2009) entrepreneurial ideas begin with inspiration; intentions are needed for them to become manifest. A central question that arose is what factors determine entrepreneurial readiness among business education students? This paper focuses on achievement needs as one of the factors that determine students' entrepreneurial readiness.

The need for achievement is defined as a tendency to choose and persist at activities that hold a moderate chance of success or a maximum opportunity of personal achievement satisfaction without the undue risk of failure. Of all the psychological characteristics presumed to be associated with entrepreneurship, the need for achievement has the longest history (Shower & Scott in Vineeta, 2014). McClelland (1976) refers to achievement need as an individual's desire for significant accomplishment, mastery of skills, control or high standards. McClelland further explains that individuals with high achievement need show higher willingness to perform business activities. They set challenging targets for themselves and they take the risk to achieve those set targets. Such individuals look for innovative ways of performing jobs. They consider the achievement of goals as a reward and value it more than financial rewards.

An entrepreneur needs to have a high determination in pursuing his business goals, and also accumulate much experience for timely decision making in the cause of expanding the scope of the business (Rauch & Frese, 2007). From the result of Tong and Loy (2011) need for achievement is a good indicator of business preparedness. This explains that the level of need for achievement in individual determines his will in securing the necessary resources for business start-up (Alam & Hossan, 2003). Need for achievement is the drive of a person to achieve greatness in life.

There are comparative studies supporting McClelland's theory (Hansemark, in Leonidas, Manto, Constantine & Vallis, 2011). Entrepreneurially inclined students who had a higher need for achievement wanted to establish their own businesses (Orman, 2009). The need for achievement can be considered as struggling against challenging tasks. Raab, Stedham & Neuner (2005) believe that need for achievement, internal locus of control, risk-taking propensity are three attributes for the entrepreneurial potential of people. Rauch and Frese (2007) reveal that achievement need is a determinant of entrepreneurial behaviour in their meta-analysis. The need for achievement is important for entrepreneurs who would like to achieve tasks.

In South-West Nigeria, people engage in various forms of entrepreneurial activities which form the basis for the development of entrepreneurial mindset among youths. South-West, Nigeria comprises six states (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States were used). Business activities are predominantly the occupation of the people. There are higher institutions of learning in the region specifically colleges of education which are either owned by the state or

Federal government. The students of these colleges, irrespective of their gender differences are given the training to develop entrepreneurship spirit by providing insights into the tools, techniques and framework for functional areas of business enterprises, including production, marketing, personnel and finance. In the view of Gibson in Yeboah, Kumi and Jacob, (2014) male and female entrepreneurs have similar dispositions and did not differ with regard to entrepreneurial growth plans. Hence, the current study aims at establishing Business Education Students level of achievement needs and entrepreneurial readiness with the relationship that exist between them.

Statement of the Problem

The Federal Government of Nigeria introduces entrepreneurship education into the curriculum of higher institutions' programmes in a deliberate effort to equip graduates with relevant skills for survival and global competitiveness. Despite this effort, the job scarcity situation in Nigeria has been worsening, indicating that the purpose of introducing entrepreneurship education into the higher institutions curriculum has not been fully achieved. According to Awogbenle and Iwuamadi (2010), the labour market is presently unable to accommodate the expanding pool of skilled Nigerian young graduates. National Bureau of Statistics (2018) shows that the rate of unemployment in Nigeria in 2016 rose from 14.2% to 18.8% in 2017 and 34.1% in 2018. Majority of Nigerian graduates including Business Education graduates continue to seek for unavailable jobs despite being exposed to entrepreneurial education in the school and government entrepreneurship programmes after leaving school. This could be attributable to lack of entrepreneurship readiness in consequence of inadequate achievement needs to start their own business.

Understanding the real factors responsible for shaping the intention of students to start new ventures is crucial for building the programmes and policies aimed at promoting entrepreneurial behaviour among youths. Hence, there is the need to investigate the relationship between achievement need and entrepreneurial readiness of Business Education students in Colleges of Education in South-West Nigeria.

Purpose of the Study

The main purpose of the study was to establish the relationship between achievement needs and entrepreneurial behaviours of Business Education Students in Colleges of Education, in South-West Nigeria. Specifically, the study sought to determine the perceived:

1. level of Business Education students' achievement needs in Colleges of Education in South-west, Nigeria.
2. level of Business Education students' entrepreneurial readiness in Colleges of Education in South-west, Nigeria.

Research Questions

Two research questions guided the study:

1. What is the perceived level of business education students' achievement need in Colleges of Education in South-west, Nigeria?
2. What is the perceived level of business education students' entrepreneurial readiness in Colleges of Education in South-west, Nigeria?

Hypotheses

Two null hypotheses were formulated for the study. The hypotheses were tested at 0.05 alpha level of significance.

- H₀₁: There is no significant relationship between achievement need and entrepreneurial readiness of Business Education Students
- H₀₂: There is no significant difference in the mean responses of male and female respondents on the entrepreneurial readiness level of business education students

Methodology

The study adopted a correlational research design. The population of the study comprised 6,929 Business Education students from 12 public Colleges of Education in South-West, Nigeria. The proportional random sampling technique was adopted to obtain a sample of 693 respondents for the study. The instrument for data collection for the study was a structured questionnaire developed by the researcher which is titled: Achievement Needs and Entrepreneurial Readiness Questionnaire (ANERQ). The questionnaire contain 33 items divided into two sections; (A-B). Section A covers research question one and consists of 15 items which were used to determine the level of students' achievement needs. Section B covers research question two and consists of 18 items which were used to determine entrepreneurial readiness level of Business Education students in Colleges of Education in South-West, Nigeria. Items in sections A-B were placed on a four-point rating scale of Very High Level (VHL), Moderately High Level (MHL), Moderately Low Level (MLL) and Very Low Level (VLL). The items were scored as follows: VHL= 4, MHL = 3, MLL = 2 and VLL= 1.

The instrument on the achievement needs and entrepreneurial readiness of business education students was face and content-validated by three experts in the Business and Entrepreneurial Education Department, Kwara State University, Malete. The instrument was subjected to reliability test using Cronbach alpha which was administered on a sample of 60 respondents outside the study area. The reliability test yielded a coefficient of 0.96. Mean and standard deviation were used to answer research question one and two, Pearson Product Moment correlation was used to test hypothesis one while hypothesis was tested using t-test statistics. All the hypotheses were tested at 0.05 alpha level of significance. The following boundary limits were used for item options of research instruments. Very High Level (3.50-4.00), Moderately High Level (2.50-3.49), Moderately Low Level (1.50-2.49), Very Low Level (0.0-1.49). For the hypotheses, if the observed p-value is less than the fixed p-value (0.05), the null hypothesis is rejected. On the other hand, if the observed p-value is greater or equal to the fixed p-value (0.05), the null hypothesis was not rejected.

Results

Research Question One: What is the perceived level of business education students' achievement need in Colleges of Education in South-West Nigeria?

Table 1: Mean and Standard Deviation of Responses on Perceived level of Business Education Students' Achievement Need in Colleges of Education

| S/n | Item statements | Mean | SD | Remark |
|-----|---|------|------|--------|
| 1. | I always want to be independent | 3.61 | 0.51 | VHL |
| 2. | I like achieving something that others usually have not | 3.52 | 0.61 | VHL |
| 3. | I tend to make effective use of my risk-taking ability and succeed | 3.43 | 0.63 | MHL |
| 4. | I desire to enjoy the best luxuries of life | 3.40 | 0.66 | MHL |
| 5. | I desire to provide employment for other people | 3.47 | 0.68 | MHL |
| 6. | I like to use my acquired skills to profit in my future business | 3.51 | 0.69 | VHL |
| 7. | I always like to compete favourably with others in my chosen business | 3.44 | 0.69 | MHL |

| | | | | |
|-----|--|-------------|-------------|------------|
| 8. | I like providing goods and services for the use of community members | 3.55 | 0.65 | VHL |
| 9. | I strive to exploit my talent to start-up a business | 3.43 | 0.66 | MHL |
| 10. | I desire to be exceptional and to provide consultancy services to others in my chosen business | 3.49 | 0.67 | MHL |
| 1 | I want to become a peculiar brand in my chosen | 3.48 | 0.66 | MHL |
| 1. | business | | | |
| 12. | I desire to provide unique products/services | 3.60 | 0.62 | VHL |
| 13. | I wish to get the best monetary returns for my efforts | 3.48 | 0.65 | MHL |
| 14. | I always like to be a leader in my chosen business | 3.56 | 0.69 | VHL |
| 15. | I like to acquire wealth through hard work in my chosen business | 3.51 | 0.67 | VHL |
| | Weighted Average | 3.49 | 0.65 | MHL |

The data presented in Table 1 reveals that the perceived level of Business Education students' achievement needs was rated moderately high except items 1, 2, 6, 8, 12, 14 and 15 which indicated a very high level of achievement needs. The standard deviations of the items are low ranging from 0.51 to 0.69 indicating that their responses are not too widespread. Summarily, Business Education Students achievement needs in Colleges of Education South-West Nigeria is moderately high (\bar{x} = 3.49; SD= 0.65).

Research Question 2: What is the perceived level of business education students' entrepreneurial readiness in Colleges of Education in South West Nigeria?

Table 2: Mean and Standard Deviation of Responses on Perceived level of Entrepreneurial Readiness of Business Education Students in Colleges of Education

| S/n | Item Statements | Mean | SD | Remark |
|-----|--|------|------|--------|
| 1. | My goal is to become an entrepreneur | 3.61 | 0.64 | VHL |
| 2. | I am determined to create a business venture in future | 3.54 | 0.61 | VHL |
| 3. | I prefer to be self-employed | 3.43 | 0.71 | MHL |
| 4. | I prefer to take decisions on business matters, independently | 3.44 | 0.73 | MHL |
| 5. | I can easily imagine many ways to satisfy a need | 3.37 | 0.64 | MHL |
| 6. | I intend to start something that will be beneficial to others | 3.47 | 0.73 | MHL |
| 7. | I intend to set up a new venture | 3.48 | 0.67 | MHL |
| 8. | I have started getting information on my proposed business | 3.34 | 0.66 | MHL |
| 9. | I will pursue my business goals despite any setback | 3.36 | 0.74 | MHL |
| 10. | I see problems as opportunities for new business ideas | 3.42 | 0.72 | MHL |
| 11. | I am determined to save part of my stipend to start a business upon graduation | 3.43 | 0.62 | MHL |
| 12. | I am undergoing apprenticeship training in my proposed business. | 3.30 | 0.76 | MHL |
| 13. | I feel I have the skills to start and run my own business venture | 3.40 | 0.68 | MHL |
| 14. | I used to read business documentation for business ideas | 3.36 | 0.73 | MHL |
| 15. | I listen to business news on account of understanding business trends | 3.31 | 0.72 | MHL |
| 16. | I read the biography of successful businessmen/women to | 3.37 | 0.72 | MHL |

| | | | | |
|-----|--|-------------|-------------|------------|
| | gain more knowledge about how they started and their challenges | | | |
| 17. | I attend a business gathering in an attempt to gain knowledge about the business establishment | 3.26 | 0.82 | MHL |
| 18. | I pay more attention to entrepreneurship class, in preparation for my business establishment. | 3.43 | 0.68 | MHL |
| | Weighted Average | 3.29 | 0.77 | MHL |

In Table 2, all the items on entrepreneurial readiness of business education students in Colleges of Education were rated moderately high except items 1 and 2 which were rated very high. Generally, the table shows that the students indicated a moderately high level for all the constructs in relation to their entrepreneurial readiness. This means that business education students in Colleges of Education, South West, Nigeria's entrepreneurship preparation level is moderately high. This is evident in the average mean and standard deviation scores of 3.29 and 0.79.

H0₁: There is no significant relationship between perceived achievement need and entrepreneurial readiness of Business Education students in Colleges of Education

Table 3: Pearson Correlation of Achievement and Entrepreneurial Readiness of Business Education Students in Colleges of Education

| Variables | N | Mean | SD | R | P-Value | Remark |
|---------------------------|-----|-------|------|-------|---------|--------|
| Achievement Need | 673 | 52.49 | 4.67 | 0.379 | 0.000 | Sig |
| Entrepreneurial Readiness | 673 | 61.30 | 6.11 | | | |

P<0.05

The Pearson correlation coefficient r in Table 3 indicates values of (0.379); $p < 0.05$. Hence, since P-value for the response is less than 0.05 level of significance, the null hypothesis is therefore rejected, signifying that the relationship between achievement need and entrepreneurial readiness of business education in Colleges of Education is positive and significant. This further meant that achievement need had a significant relationship on entrepreneurial readiness of Business education students in Colleges of Education in South-West, Nigeria.

H0₂: There is no significant difference in the mean responses of male and female respondents on the entrepreneurial readiness level of business education students in South-West Colleges of Education, Nigeria.

Table 4: Summary of t-test of the difference in the mean ratings of male and female Respondents on the entrepreneurial readiness level of business education students

| Group | N | Mean | SD | t | Df | P-value | Decision |
|--------|-----|-------|------|------|-----|---------|----------|
| Male | 314 | 61.43 | 4.45 | 0.51 | 671 | 0.61 | NS |
| Female | 359 | 61.19 | 6.64 | | | | |

The analysis of data in Table 4 reveals that there are 314 male and 359 female students in the study. The Table shows the mean and standard deviation of male and female responses ($\bar{x}=61.43$, $SD=4.45$) and ($\bar{x}=61.19$, $SD=6.64$). There was no significant difference in the mean responses of male and female students of business education students on their entrepreneurial readiness ($t_{671}=P>0.05$). This, therefore, means that hypothesis two was not rejected. This implies that male and female respondents did not differ in their responses regarding their entrepreneurial readiness level.

Discussion of the Findings

The findings of the study reveal that achievement need level of business education students in Colleges of Education South-West, Nigeria is moderately high. The achievement need is conceived as the urge to succeed or making a move towards achieving goals considered difficult to attain. The findings corroborates the findings of McClelland (1976) who states that individuals who possess strong need for achievement are more likely to solve problems by themselves, set challenge goals and strive to achieve them by their own efforts. In the view of Alan and Hossein (2003), a high degree of need for achievement motivates an individual to establish goals, use his own skills and abilities essential to achieve the goals and put effort towards its attainment. Achievement need is an inner force that push every individual to achieve to achieve greatness. People who have high achievement need have strong entrepreneurial behaviour. Orman (2009) finds that entrepreneurially inclined students who had a higher need for achievement wanted to establish their own business.

The result of the findings of the study in Table 2 reveals that the level of entrepreneurial readiness of business education in Colleges of Education South-West, Nigeria is moderately high. This indicates that business education students show an inclination to engage in entrepreneurial activities upon their graduation. This finding is in line with findings of Leo (2009) who states that entrepreneurial ideas begin with inspiration; intentions are needed for them to become manifest. Also, this finding is in support of Dell (2008) and Dhose and Walter (2010) who indicate that entrepreneurial readiness is the individuals' interest to conduct themselves as a business owner, rendering services with the main motive of profit making.

The study found a significant relationship between achievement need and entrepreneurial readiness of business education students in Colleges of Education in South-West Nigeria. The relationship is positive and moderate. This finding corroborated earlier findings of Rauch and Frese (2007) who reveals that there is a strong correlation between the need for achievement and entrepreneurial behaviour in their meta-analysis. The authors further stated that the achievement need shows that a person involve in a business task that has less risk and takes responsibility for the outcomes. The need for achievement is important for entrepreneurs who would like to achieve tasks. The study also reveals a significant difference in the mean ratings of male and female respondents on the entrepreneurial readiness of business education students in Colleges of Education, South-West, Nigeria. Finding is in line with earlier findings of Gibson in Yeboah, Kumi and Jacob (2014) who indicated that male and female entrepreneurs have similar dispositions and do not differ with regards to entrepreneurial growth plans.

Conclusion

It was concluded that achievement need and entrepreneurial readiness perceived level of business students are only moderately high. At this level, significant entrepreneurial activities may not be achieved among the business education students, based on the submission of the theory of achievement need which indicates that if the need for achievement level is high, entrepreneurship motivation and consequent start-up will be similarly high.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

1. The school management at the colleges of education level should create a platform that will give students an opportunity to interact with highly experienced and successful entrepreneurs as this will enhance the achievement need and consequently their entrepreneurial readiness.

2. Business educators should also create more awareness among the students on the significance of having high achievement needs as this will enable them to reach the pick of their life career most especially in entrepreneurial activities.
3. Business education students need to develop more curiosity for high achievement need because it will enable them to persist in their chosen career.

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BUSINESS EDUCATION IN NIGERIA: CHALLENGES AND WAY FORWARD FOR NATIONAL DEVELOPMENT

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Abstract

This paper addresses the challenges of business education programme and how to proffer solutions to the identified challenges in order to pave way for national development and the achievement of its stated objectives. Business education was primarily structured in order to combat unemployment and its menace as it enable graduates to be knowledgeable about business, skills required for them to be outstanding and employable in the labour market and how to establish themselves instead of roaming around the street or engaging in evil acts due to idleness. Challenges facing the programme in various higher institutions include shortage of qualified instructors, inadequate funding, presence of outdated equipment, outdated curriculum, and manpower problem. It was concluded that Business education is a life supporting machine for a nation's economy which ensures the impartation of knowledge and skills needed in the business world which can also pave for National Development. The study recommended that Federal and State Government should inject sufficient funds in the implementation of Business Education Programme because business graduates will be relevant in teaching, self-reliance and labour market.

Keywords: Business Education, Challenges, National Development, way forward

Introduction

There is no daily activity of man on this planet Earth which does not involve business transactions. Business is essential as man will always have a pressing desire and need to buy or get what they can't produce. People in Nigeria and the world at large have ventured into various types of businesses in which have served as their source of wealth. The alarming rate of unemployment and quest to make people knowledgeable about business skills and ideas gave birth to Business Education programme in Nigeria. Business Education is a structured programme with vision and mission. It was primarily structured in order to combat unemployment and its menace. It can therefore be referred to as the life supporting machine of a Nation as it enables graduates to be knowledgeable about business and how to establish themselves instead of roaming around the street or engaging in evil acts as a result of idleness. Aina (1996) stated that business education is a subject which permeates the entire life of a Nation.

This programme has immeasurably contributed to the lives of youths as they have been imparted with the knowledge, skills and attitudes needed in the business field. The knowledge and skills learnt have been useful for business education graduates in their career field and labour market. This implies that business education provide skills required for you to be outstanding for gainful employment in the sight of employers. It also makes you useful to yourself. Knowledge acquired in Business Education is relevant in private establishments as well as government ministries, departments and agencies for efficiency, productivity and generation of profits and revenues. Business Education is a programme of guidelines and principles that impart learner's with skills in entrepreneurship, accounting, secretarial studies, insurance, human resources management, marketing and Office Technology & Management.

According to Ajisafe, Bolarinwa, Edeh (2015), topics taught include Office practice, Book keeping, Business mathematics, Business Communication, Secretarial duties, word processing, advertising.

The curriculum is structured such that all students offer the same set of courses such as Fundamentals of Business Education, Business mathematics, Introduction to Accounting, Element of Business, Principles of Marketing, Shorthand, Consumer Education, Office management etc. in their first and second year so that they can be exposed to the introductory part of all specialised aspects. In the third year, each student specialise on his or her respective desired options such as Accounting, Secretarial studies, Human Resources Management etc.

According to Edokpolor & Egbri (2017), the goals of Business education is to:

1. Prepare students for specific career in office occupations
2. Expose students with the requisite skills for job creation and entrepreneurship
3. Expose students with knowledge about business, including a good blend of computer, technology, which incorporate Information and Communication Technology (ICT).

The goals of business education can be categorised to Education 'for' Business and Education 'about' Business. Education 'for' Business specifically aims at imparting students will the necessary skills, knowledge, qualities, abilities that will make them outstanding and sought for in the labour market. What they have learnt gives them the opportunity of gaining a well-paid job as well as enable them to contribute to the success of their employer's organization.

Apart from teaching Business Studies or Commerce in a Junior Secondary School or Senior Secondary School respectively; there are several other opportunities such as becoming a receptionist, Confidential Secretary, Administrative Officer, typist among others.

The knowledge acquired enables them to bring up innovating ideas that can solve the organization's challenges and pave way for rapid growth. On the other hand, Education 'about' Business makes them knowledgeable about the strategies required for the setting up and continuity of business.

Despite the importance and contribution of Business education to the nation so far, it was observed that the programme is being handled with a "lassaire faire" and "non-challant" attitude. According to Edokpolor & Egbri (2017), such attitude has always deprived business education from adequate provision of funds, qualified manpower, modern facilities, quality curriculum and proper attention.

Based on research, inadequate funding seems to be the greatest challenge of the programme as it has led to manpower problem. Majority of higher institutions employ few lecturers due to the fact that they aren't financially buoyant as they are even struggling to pay the salaries of the few ones that they employed. Manpower problem has caused one person to be performing the function of two to three people. Inadequate funding has prevented higher institutions from updating their facilities from time to time. Modern facilities such as Laptops seems to be absent in their department laboratory as you can only find typewriters in some institutions.

The few available equipment and facilities in majority of the institutions aren't functioning efficiently as well as outdated. Most higher institutions are using outdated curriculum. They are using the same curriculum that they have been using for more than two decades. The implication of this is that business education graduates may not be able to perform excellently as expected in the labour market as the outdated curriculum has prevented them from being exposed to the essential knowledge needed in this present era in which will term them as "half-baked graduates". Majumdar (2011) asserts that the challenges on how to develop curriculum and training programmes that will help to respond to the skills needed by industries seems to be a common concern. The skills acquired by students during their period of study are of less expectation to the needs of the various organisations. This had proved the belief "you can't offer what you don't have". Ekpenyong & Edokpolor (2015) observed that this challenges

have contributed to the increasing rate of unemployment and level of poverty among Business education graduates.

Aworanti (2015) observed that the basic infrastructural facilities have declined both in quality and quantity. For a Nation to assist in improving her economy and the citizen's standard of living, huge funds should be injected into business education programme by the government. According to Abassah (2011), the federal and state government has not been providing proper financial resources to address this critical area. After the identified challenges were discovered, it prompted the researcher to look into how this menace can be solved in order to bring about the effective running of the programme and national development.

Concept of Business Education

Business Education is a broad and integrated discipline which involves the combination of some specialised fields such as accounting, secretarial studies, entrepreneurship, human resources management, stenography, marketing among others. Osuala E.C (2004) defines Business education as a programme of instruction which consists of two parts: (1) Office education - a vocational programme of Office careers through initial, refresher and upgrading education. (2) General business education - a programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business. Having a certificate in Business Education gives you the opportunity of choosing the teaching aspect as a profession or setting up and managing your own business by utilising the knowledge acquired from your institution of study. Njoku (2006) defined Business education as an educational programme that equips an individual with functional skills, knowledge, attitude and value that would enable him or her operate in the environment he or she finds himself or herself.

The programme exposes its learners to the knowledge and skills which will make them problem solvers in the business world. The acquired knowledge and skills is aimed at making business education graduates sought for during the recruitment of qualified and competent personnel. Igboke (2000) defined Business education as a dynamic field of study geared towards preparing youths and adults for and about business.

Objectives of Business Education

The roaming about the street by countless number of youths and the aim of combating the rate of unemployment in the country gave birth to Business education programme.

According to Okorie (2001), business education helps in solving the problem of unemployment by turning out job creator instead of jobs seekers.

Boonet (1976) in Okorie (2001) stated some specific reason for studying business education as follows:

- i. It assists in career selection
- ii. It gives opportunities for self employment
- iii. It tackles societal problems
- iv. It leads to better consumer decisions
- v. It is one of the most relevant studies in contemporary society.

With the rate of unemployment, quest to become Business thinkers and innovators in organizations, there is no doubt that Business Education will become a sought for course by people in the nearest future.

The general aim and objectives of business education curriculum as stated by Osuala (2009) are as follows:

1. To available to all students, opportunities to explore and learn the world of business and possible interest and potential careers it has to offer.

2. To develop in all students the ability to choose discriminately and to use wisely the goods and services that business has to offer.
3. To assist in developing, on the part of the students, interest in the various occupations to be found in the world of business.
4. To develop in all students the practical ways of understanding and appreciating the actual functioning of the economic system.
5. To enable students to acquire basic skills in business occupations as beginners who expect to follow business career.
6. To prepare students to enter and succeed in business occupations as beginners who expect to follow business career.

Business Education and National Development

Business education is a programme designed to prepare students for life after graduation. The programme and its curriculum is designed in order to impart knowledge, skills and initiatives needed by learners so that they can be outstanding and sought for in the labour market. Learners have the opportunity of utilizing the knowledge, ideas acquired during their period of study to establish a well positioned business or for effective contribution towards the achievement of their employer's stated objectives. It enables business graduates to be relevant in teaching, self-reliance and labour market.

Idialu in Amoor (2010) defined Business education as a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self employment. The engagement of Nigerians in a well paid job, well established business will improve individual's standard of living in which will indirectly improve the country's per capital income, combat the menace such as idleness, drug trafficking, child trafficking, kidnapping, theft cases, pipeline vandalisation and oil bunkering among others. Once prompt attention is given to business education, the stated menace will be reduced and it will pave way for national transformation.

Challenges of Business Education Programme in Nigeria

There are problems which have caused Business Education to suffer from some setbacks. It was observed that these persistent problems have crippled and prevented the success of Business Education programme in Nigeria. The challenges include:

1. **Shortage of qualified instructors:** Instructors play a critical role in the impartation of knowledge and planning of Business education curriculum. Majority of lecturers employed by some higher institutions into Business education department are people from other disciplines, not strictly those with qualification of Bachelor degree, Masters degree and Doctor of Philosophy degree in Business Education only. According to Bassey (2006), planning for a rapidly expanding industry like education requires the production of the right amount and kind of manpower needed for teaching and non teaching staff.
2. **Inadequate funding:** the greatest challenge crippling the running of business education programme in Nigeria is poor funding. The set aside fund allocated to Business education department in various institutions is insufficient. Business education department in some higher institutions don't even get any allocation due to inadequate or lack of subvention from their state government. The token generated from the students in the department is used to manage the day to day running of the department's activities.
3. **Overcrowded Class:** Due to inadequate funding of institutions by some state government, institutions usually admit more than the admission quota allocated by National Universities Commission so that they can get sustainable fund through the school fees of the overpopulated

students. The implication of a populated class is that students are not adequately carried along during the teaching-learning process.

4. **Outdated equipment:** The amount of available typewriters in various institutions business education department laboratory are more than the amount of available laptops, computers and printers.

5. **Inadequate of training and re-training by lecturers:** Some lecturers fail to bother about updating their knowledge concerning newly introduced equipment. For example, those that schooled during the era of typewriters had failed to learn how to operate laptops not to talk of knowing it and imparting the acquired skills on the learners.

6. **Low provision of befitting infrastructure:** The buildings of Department of Business education in some institutions aren't given attention due to poor funding. Some buildings aren't solid enough as they have dilapidated walls. Leakages in roof during rainy season have destroyed vital departmental documents and textbooks.

7. **Manpower problem:** Due to poor funding, majority of higher institutions employ inadequate number of staffs. They employ few personnel as they seem not to be financially buoyant and capable of paying i.e. they struggle to even pay the salaries of few personnel that were employed. This challenge has made the work cumbersome to the few available lecturers.

8. **Outdated curriculum:** The curriculum of some higher institutions has failed to suit the expectations of the labour market. The aged long curriculum that is still in use by some institutions since about two decades have failed to impart students with the needed knowledge and skills for outstanding performance in the sight of employers. For example, a graduate that was exposed to Typewriting in the higher institution will find it difficult to operate Computer as a Receptionist or Confidential Secretary in an organisation.

Conclusion

The importance of Business education programme cannot be over emphasised. Business education is seen as a life supporting machine for a nation's economy which ensures the impartation of knowledge and skills needed in the business world. The programme was designed in order to combat thuggery, drug trafficking, child trafficking, kidnapping among others which has remained menace that need to be abated.

However, there have being challenges that have served as limitations to the achievement of its stated objectives. Such challenges include shortage of qualified instructors, inadequate funding, high population of students in the lecture hall or classroom, outdated equipment, lack of training and re-training by lecturers, low provision of befitting infrastructures, outdated curriculum, manpower problem. In order to pave way for national transformation, the challenges facing business education need to be looked into and solved as soon as possible.

Recommendations

In order to solve the challenges and pave way for the achievement of its stated objectives, the following suggestions were made:

1. For a Nation to assist in improving her economy and the citizen's standard of living, sufficient funds should be injected into business education programme by both state and federal government.

2. Every higher institutions of learning should review and update their curriculum as soon as possible. The new curriculum should reflect the need of the labour market in the present era in order to eradicate the continuous production of half baked graduates.

3. The Governing Council and Senate of various institutions of learning should ensure that only personnel with first degree and higher degree in business education should be employed as lecturers in the business education department.

4. State government should always allocate adequate subventions to their established institutions so that institutions can always admit strictly according to NUC quota instead of their usual way of admitting overpopulated students with the aim of generating funds in which has prevented teaching-learning process from being carried out adequately.
5. Equipment needed in the present era should be provided by various institutions by effectively using their allocation.
6. Lecturers should always update their knowledge by attending workshops, trainings and conferences.
7. Enough Staff strength/personnel should be employed to the department of business education.

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INFLUENCE OF CONTINUOUS ASSESSMENT ON STUDENTS' ACADEMIC PERFORMANCE

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Abstract

Continuous assessment had always been one means of measuring students' progress during a course of study and as well serve as modalities for effective teaching and learning, it focuses on all instructional objectives of learning outcome. It sometimes does not provide a holistic description of the students' performance. This paper examines the influence of continuous assessment (CA) on students' academic performance. In order to do this, various educational publications were consulted and cited in the work. A little digression was also made in attempting to examine the importance and problems of continuous assessments. Relevance of continuous assessment to students' academic performance were also discussed and recommendations were made.

Introduction

Academic success is, no doubt, the main focus of all educational activities which has received tremendous attention from educationists. However, prediction of academic success is still not clear. Apparently, predictability of academic performance is a complex (and by no means an easy) task. In the relevant literature, there are so many intricately related factors associated with academic performance that make the prediction of academic performance (at best) situational.

Continuous assessment as it relates to students' class was described by the Universal Basic Education Commission (2010) as the periodic measurement of students' progress in the process of teaching the curriculum content of a given course of study. The main focus of this form of assessment is to ensure that students do not wait till the end of a semester or a programme before being evaluated. Continuous assessment has always been one means of measuring students' progress during a course of study. It also serve as modality for effective teaching and learning. In view of this, the National Policy on Education (2013) emphasized emphatically that educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individuals. Continuous assessment is part and parcel of instructional process that has to be taken as a key tool in educational quality assurance endeavor. Similarly, continuous assessment focused on all instructional objectives of learning outcome, it at times do not provide a holistic description of the student's performance. This is because continuous assessment of students are not based on the same standard of scores and assessment instrument.

Academic performance is basically a reflection of a student's abilities, efforts and achievement. It is related to many intellectual activities and therefore of equal importance in measuring of the abilities of the candidates (Obioma and Salau, 2010). In line with this, it could be assumed that academic performance is the index of general mental abilities which are response to test of different kinds. In academic institutions in Nigeria, standardized tests of different kinds are used, and the students' response to these standardized tests represent the academic performance of the

students. According to Shoukat, Zubair, Fahad, Hamid and Awais(2013) the more the students are taught based on a broader set of abilities, the more diverse student achievement can be. In any case, education without standard is worthless and if education is to retain some relevance or worth, there should be a need for standardization (Aremu, 2011).

The Relevance of Classroom Assessment to Students Academic Performance

Classroom assessment often serves multiple purposes with a wide range of teachers and students activities. Studies of Yousef (2011) and UK academic Manual (2012) pointed out the importance of classroom assessment whether in its formative or summative form to include:

1. Evaluating of students' mastery of course content.
2. Providing grades for students and parents.
3. Measuring of school progress.
4. Tracking down of students' performance progress.
5. Informing students' next teacher of what has been achieved.
6. Certification or accreditation of learning by external bodies.
7. Selection for employment or admission into higher institutions.
8. Monitoring of teachers' performance.

All these put pressure on teachers, which impacts not only on the learning experiences but also on the nature of the assessment itself. This implies that the impact of assessment on students' performance is of little importance if teachers as evaluators are not ready to use quality instructional assessment to evaluate students learning achievement. In support of this, Ajibade (2011) is of the opinion that teachers are expected to examine and assess their students regularly and diversify assessment strategies in order to determine students' progress with feedback. That is why Paul, John and Richard (2012) hypothesized that learning occurs directly or through unguided instructional guidance during teaching, leading to expected outcome or behavior. Similarly, Tomas and Furham (2012) stated that learning include ability of what a person can do and how a person will do it.

Continuous Assessment and Academic Achievement

In the Nigerian educational system, two sets of assessments are used to evaluate the level of student's achievements. These are the Continuous Assessment (periodic course assessment) and the final examination assessment. This replaced the one short system of assessment, which was observed to have several shortcomings (Kapambwe 2010). Some of the shortcomings are lack of diagnostic and guidance oriented properties, creation of emotional problems, low context coverage and high rate of examination irregularities.

According to Farooq, Chaudhry, and Berhanu (2011), continuous Assessment in the educational system serves several purposes, which include the following:

- i. To provide more valid and reliable assessment of the student overall ability
- ii. To enable teachers' to be more flexible and innovative in their teaching.
- iii. To provide basic guidance for students.
- iv. To reduce examination malpractice.

The Continuous Assessment policy requires that students' be assessed through both Continuous Assessment and terminal assessment to evaluate the progress and growth of students. Ysseldyke and Salvia (2011) asserted that Continuous Assessment takes account of the child's performances in tests, assignments, projects and other educational activities during a given period of term, semester, and year or during the entire period of an educational level. Teachers' often take crucial decision on the promotion of students to the next class, identification of students who need remedial help and for grading and certification of students. Therefore, Continuous Assessment directly affects students' achievements that was why the Federal

Ministry of Education, Science and Technology trailing the same pathway of this exercise of Continuous Assessment and encouraging its practice observed that assessing the teaching/teaming process is an integral part of the curriculum in which the teacher must be fully involved. He further observed that it is an all embracing exercise, which the learner should undergo throughout his schooling period. Continuous Assessment is therefore, a way of obtaining the most value assessment of the capabilities of a student. This is because it is an aggregate of all the achievement of a student from the beginning of the course to the end of it, which determines the final achievement.

Influence of Continuous Assessment (CA) on Students Performance

In order to ensure high quality of students' academic performance, students are evaluated from one stage to another through tests and assignment. UBEC (2010) and Wikipedia (2012) described continuous assessment as an educational policy in which students are examined continuously over most of the academic programme. Likewise, Situ (2008), and Ajibade (2011) give the description of continuous assessment as a process of periodic collection of information throughout a course/programme of study with the purpose of determining the progress towards goal attainment. In the light of this, continuous assessment is therefore necessary for students in order to determine their periodic performance and for teachers to improve in their course design and assessment skills. The description of continuous assessment also explains the strength of relationship between continuous assessment and summative performance (final outcome) of students. In terms of their relationship, Ekpeyong, (2011) in his studies of impact of continuous assessment practices and students' performance noted that the use of continuous assessment in rating students' performance seems most appropriate for improving class efforts towards final outcome. Hilma (2012) deduced some advantages of using continuous assessment for performance improvement strategies namely:

- Students may get increasingly better instructions as the semester progresses.
- Efforts to improve the course will be perceived positively by students; that is for example, they will feel that they have some stake in the rating process.
- The instructor becomes actively involved in instructional evaluation.
- The instructor derives intellectual and interpersonal satisfaction from teaching-related experience as he overcomes the frustrations associated with successful executing tasks of teaching.
- It reduces examination malpractices.

In order to buttress the fact that continuous assessment has impact on students' performance, the UBEC manual for the re-training of Basic Education Teacher and Managers (2010:9) itemized the following as value attached to continuous assessment

- Periodic feedback to pupils which could be psychologically motivating. - Provide opportunity to parents and pupils for effective monitoring of progress.
- Provides basis for counseling of pupils for improved performance.

Several authors have associated many positive values to continuous assessment. However, Aremu (2011) noticed that, the grades obtained from continuous assessment cannot be relied on as yardstick for measuring performance. According to them the reasons for such non-reliance are that differing situations do exist in terms of programme offered, school traditions, teachers' assessment and rating styles, students' abilities and entry behaviours among other factors that could influence performance.

They also pointed out that continuous assessment could be abused by teachers since scores obtained in the assessment could be manipulated and that often continuous assessment are only based on tests and assignments which may not be moderated or standardized. In supporting this assertion Idowu and Esere (2010) in their studies of continuous assessment practices in schools

found out that most teachers fall short in the usage of different continuous assessment strategies because teachers restrict themselves to tests and assignments only. Despite this negative effect, teachers and students aimed primarily at good result before examination results; the nature of continuous assessment therefore, has a domineering influence on achievement. It could therefore be inferred that for continuous assessment to continue to have more positive influence on students' summative performance, teachers should move away from the traditional practice of tests and assignments to other different instruments such as observation, interview and project report.

Continuous assessment is also seen to be systematic, comprehensive, cumulative diagnostic and guidance oriented, all these Ukuije (2011) said have influence on students' summative performance. For example, Ajibade (2011) in his submission on continuous assessment characteristics and its impact on performance explained that continuous assessment involves an operational plan to determine which assessments are to make-up students' performance, at what intervals during school year, and what approach or method is to be adopted. It is true that teachers do determine the nature of continuous assessments to be used, and at what period to conduct such assessments and which of these assessments forms part of the summative performance; therefore the modes, variety of assessments and time interval in which it is conducted will either negatively or positively influence the summative performance of their students.

From the foregoing, teachers can influence the overall academic performance of their students through their guidance oriented continuous assessment, because they are at the centre of all performance assessment activities of their students. This implies that, teachers' data gathering over a long period of time about each students will enable them to have access to accurate information about their progress, thereby having the opportunity to modify instruction to improve overall performance.

If teachers also adopt a good continuous assessment approach, it would enable them to integrate assessment and assessment results into instructional practice, score assessments and discuss standards for good learners' performance. Students, on the other hand needs to form favourable attitudes toward continuous assessment by not cheating, playing truancy, stealing and lying. For instance, if these negative attitudes are removed by the students, teachers will be able to understand their affective attributes such as interests, motives and other characteristics associated with intelligence to improve summative performance.

Importance of Continuous Assessment

The National Policy on Education (2013) emphasizes the importance of continuous assessment in Nigerian Education when it states that: "Educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual". This implies the teacher's behaviours in assessing the performance of the students in relation to their achievement in the subject being taught.

Continuous assessment as described by Kirk (2014) refers to the monitoring of the progress of a student through classroom evaluation. Monitoring of a student's progress is a continuous process, since it is done on a continuous basis. The student is monitored as new knowledge is introduced to him to find out how he is progressing relatively to exposure. This means that students are evaluated from one stage to the other through tests or assignments. At the end of the term or year, these tests are used for determining the performance of achievement of the students. This form of assessment is different from the one known to most teachers in Nigeria, who base the achievements of students on only one test, given during the end of a term or year. End of year assessment does not take into consideration the class progressive performance of students. This is very dangerous because many factors are bound to dictate the performance of the student. By

the same token, there are many people who have never succeeded in written examinations but can perform excellently when given the opportunity to work with materials relating to their field or area of interest.

Thus, in the word of Alausa (2012), Continuous assessment is not really a new concept in the education literature. He claims that the United States of America has used this system for several decades. It has worked well for them in predicting student performance and ability. The importance of the continuous assessment model is that students are induced to read whether examination is going to be given in class or not. In the higher educational institution, the continuous assessment model imposed by the semester system has shown positive results in terms of student-learning achievements. It appears the students are more conscious of class attendance than ever before. According to Adeshina (2011), the continuous assessment approach has many advantages over the short method of assessment; it is capable of making assessment more meaningful and more representative of the learners' overall abilities.

One of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses if properly anchored in what occurs in classrooms. Continuous assessment is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems.

Another advantage of continuous assessment is that it places teachers at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners.

Disadvantages/Problems of Continuous Assessment

Though continuous assessment is highly advantageous, it has its own limitations. Bassey, Ubong and Wokocha (2017) in their research work claim that, one of the important aspects affecting continuous assessment is the non-availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. They further argue that for a successful implementation of the continuous assessment approach, teachers need to give more tests, which means more marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally and attitudinally prepared for operating the system. If the teacher is not adequately prepared for operating the system, it may lead to a tendency to merely 'cook up' scores in the name of continuous assessment.

Thus, teachers should be encouraged to form favourable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it. Baker (2010) observes another problem with continuous assessment which is the issue of record keeping. Learners' records have to be adequately and meticulously kept over a long period of time. They should be properly stored and easily retrievable. A related issue is that of collation. Scores may have to be combined from different sources using various weights.

Conclusions

From the findings so far, it can be seen that, continuous assessment techniques are very effective in the summative performance of students, it plays critical role in academic performance of students. Therefore, from the literature reviewed, it is concluded that continuous assessment

highly influences students' academic performance. Teachers are hereby encouraged to be using variety of continuous assessment techniques in their teaching.

Recommendations

In the light of findings and conclusions of the study, the following recommendations are made:

1. Continuous assessment technique should be enhanced at all levels of education for teaching all subjects/courses.
2. Practical training in using continuous assessment should be provided to teachers. For this, appropriate guidance should be provided to all teachers at every institution.
3. Teachers who are well versed in evaluation and assessment techniques should be encouraged and their expertise should be utilized for the said purpose.
4. Workshops should be conducted to provide practical training in using continuous assessments.
5. Government should promote continuous assessment program under federal and state levels and centers for developing assessment techniques and our existing educational environment should be developed at district level.
6. In-service teachers should be given training in developing and using continuous assessments through refresher courses. It is the need of the day to develop a new culture for enhancing continuous assessment in teaching.
7. Parents should be aware of different assessment techniques and help their children in this respect.
8. Further researches should be conducted to investigate the effectiveness of continuous assessment in teaching different subjects at different levels of education.
9. Teachers - students ratio should be reduced to a manageable size of say one lecturer to 40 students by either employing more lecturers or reducing admission into tertiary institution. This will help reduce the work load on lecturers and encourage them to give as many number of C.A's as possible.

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QUALITY ASSURANCE IN TEACHING AND LEARNING OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN NIGERIA

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Abstract

This study adopted descriptive survey design to find out the extent to which quality is enshrined in teaching and learning of business education programme in Nigerian colleges of education. Data were collected for the study through administration of validated questionnaire on the respondents. The test-retest method was used to establish the reliability of the instrument and the overall correlation coefficient of 0.89 was obtained. The mean statistics were used to answer the research questions while the three null hypotheses were tested at the alpha level of 0.05, using t- test statistics. Any hypothesis with calculated t – value lower than the critical table value of 1.96 for required degree of freedom of 81% was accepted. The findings of the study revealed that the quality assurance for qualitative teaching and learning of Business Education should base on concept of assurance of quality in Business Education and effective assurance mechanism so that teachers and students will put heads together by making sure that teaching and learning is efficient and productive. The study recommends that the management/employers in the school system should make sure that appointments are appropriately done by employing qualified teachers into the subject area where they fit and ensure that teachers always teach at the right time with suitable instructional materials. Stakeholder should also work hard to ensure proper inculcation of act of quality assurance in Nigerian Colleges of Education.

Keywords: Quality Assurance, Teaching, Learning, Business Education and Colleges of Education.

Introduction

Business education deals with the systematic way of transferring pedagogy and business competencies necessary for enabling students to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage. These skills are needed to function as an administrator, manager or teacher wherever students may find themselves in the business world. Amoor (2010) postulated that learners should possess adequate knowledge, skills and competencies that are appropriate for their areas of responsibility. This would meet the aspirations of the labour markets through teachers' quality that entails effective and excellent teaching that improves students learning and satisfaction. For the objectives of business education and other inherent benefits of education to be realized, there is need to ensure quality and sustainable standards in the education system.

Oladipo, Adeosun and Oni (2009) described quality as the extent or degree to which a system of education conforms to established standards and appropriateness. Therefore, quality in education is the extent to which educational programme conforms to the standard and norms

expected of it by its beneficiaries. Since no educational system can grow above the level of its teachers, academic excellence begins with high quality teachers. Achieving quality output through curriculum implementation demands that teachers should update their knowledge to be resourceful.

When teachers attend seminars, workshops and conferences, their efficiency and productivity is enhanced. In the same vein, when teachers have opportunity to run developmental programmes in relevant fields, they are empowered for effective delivery. To ensure effective delivery, teachers' quality which means the ability of a teacher to raise students' performance on skills and course tests must be assured. Assurance of quality in education means the entire process of ensuring maximum effectiveness and efficiency of educational programs and services in relation to their context, mission and stated objectives.

Quality assurance in the educational system center on the extent to which institution meets the yearning of the user of manpower (employers of labour) in relation to quality of skills acquisition by their output. Okebukola (2006) was not happy about the quality of graduates produced in tertiary institutions in Nigeria most importantly especially in the past six years and rated as low, the quality of those that would graduate in the next two to three years. Due to the dwindling quality in recent years, the popularity for which Nigerian educational system is known is gradually glowing down. This is obvious from the reports and data gathered from employers of labor in the world of work.

Parents are now looking for other ways of training their children in such countries as Southern African and Ghanaian universities and even beyond. This ugly situation in Nigeria tends to negate the tenet of quality business education programmes which is essentially one of the vocational courses established to produce high quality workforce for self-employment and national development.

However, this study assessed the effectiveness of some of those strategies considered to be more important in the programmes of business education in Nigerian colleges of education. Since business educators form part of the key players in ensuring quality business education programme, it is therefore important to assess the opinion of business educators on the need for quality assurance in teaching and acquiring business education skills in Nigerian colleges of education.

Literature Review

The development process of any country is determined by the way the production forces in and around the economy is organized. In most countries, development of industry depended largely on the roles of private sector and entrepreneurship. Mitra and Abubakar (2011) examined the role that business education will play in promoting entrepreneurship in Nigeria. They asserted that Business education is a programme that gives the learners skills required to assist him or her to function well in business and make the individuals self-dependent. This will help to promote nation's growth and economic development. The knowledge, skills, abilities and competencies gained from business education assists the individual graduate to understand the economic situation of his or her country and will enhance his present and future standard of living. In order to be a functional member of the society, the business education is one of the vocational areas, needed to be effectively taught by the teacher using the appropriate and required materials to make it functional.

Competition abounds everywhere and to survive, it will hardly be possible without functional education in the areas of business. Deficient graduates will not be able to compete favorably and positively in the world of work. Business education students need qualitative education that will induce them to contribute positively to the economy before and after

graduation. Worrysome however, is the quality of education and training provided for business education students in Nigeria and this has been a source of serious concern in recent times.

Teaching appointment is being given to unqualified applicants in the Nigerian school system where most of these teachers do not have flair for teaching, many teachers had no time for their students because of their private and part-time businesses outside the classroom (Nwalado 2010). Some teachers delay their teaching to the end of the semester before entering the class, thereby limiting the scope of coverage to teach and making the students to easily read and pass examinations. Such teachers are interlopers in the field of business education because they lack the skills and knowledge required for business education curriculum implementation. Business education is not for dropouts as some people perceived it but rather an educational training that incites the individuals to get the knowledge, skills, competencies and abilities that are relevant to commerce and industry and for the social and economic development of the society. Moreso, it is the provision of teachers with adequate business skills and pedagogy needed to teach business skills, knowledge, attitudes and competencies to the students of business education at all levels. For business education graduates to fit into the world of work, the course must be effectively taught by qualified business education teachers.

Teaching and learning are opposite sides of the same board, since a lesson is not taught until it has been learned (Urevbu, 2001). Based on the above, there is need to upgrade the level of quality of the teachers and students by providing them with the necessary skills, equipment and training and making sure that the skills, training, knowledge acquired are being utilized in the classroom.

Quality Assurance in Teaching and Learning in Business Education

Quality assurance can be seen as all the attitudes, objectives, actions and procedures that ensure appropriate academic standards are being maintained and enhanced in and by each programme. It therefore demands that appropriate framework and strategies for its realization be properly laid down and faithfully implemented. Teaching in business education subjects requires integrated application of teaching methods and creative approach to their selection and structuring. The specific nature of this kind of teaching requires the application of methods based on image and performance, rather than methods solely based on discourse. Hence, methods used for imparting knowledge in business education subjects are: demonstration method, lecture method, discussion method, simulation method, 'direct research, visual presentation, supervised performance as the workstation, trips, conferences, homework, written and practical examinations.

Teaching business education involves instructional processes that are complex, as well as finding facts and figures that are robust to back up skills acquisition. Business teachers must choose correct teaching methodology that are appropriate to ease the process of learning. Teaching most times need to be accompanied with diagrams, pictures, tables as well as demonstrations where necessary to facilitate learning.

Okebukola (2010) views quality assurance as an activity that includes three processes such as the input, process and output. The input as the author asserts, comprised all activities that involves raw materials to be used in making learning possible, including the learners themselves, as well as knowledge and experiences they are coming in with to learn. The process also includes all activities the teachers put in place to make learning possible such as methodology and the wealth of experience while the output is the outcome of the interaction of both the input and the process i.e. quality of skills acquired for the world of work.

Quality assurance is a planned and systematic review process of an institution or programme to determine that acceptable standards of education, scholarship, teaching, and administration are being maintained and enhanced (Quality Assurance Support Programme for

African Higher Education in Boise 2012). From the views above, quality assurance is a preventive measure geared towards ensuring greater quantity and quality input in the school system.

Business Education's Objectives

The objectives of Business education are summarized in minimum standard for Colleges of Education (NCCE 2008) thus: To produce well qualified and competent NCE graduates in business subjects who after graduation will be able to teach subjects in business studies in junior secondary schools whether in the public or private institutions. To produce NCE business teachers who will be able to inculcate the aspects of vocation in business education into the society. To produce NCE business teachers who will be instil into the heart of pupils and students the virtue of having vocational education intent right from their youthful days so that when they grow up they will find themselves naturally in vocational and technical education and have the culture of progressing in it.

Measuring the Quality of Business Education Programmes

There exists some online ranking of the institutions, which does not reflect true quality assurance. So the discussion on measuring the business education quality is of very much importance and demanding. Quality of business education in Nigerian colleges of education can be measured based on several criteria like: Market demand of graduates; Admission in foreign universities and Research & publication: Here, the market value of the graduates is determined by the academic institution. There are some corporate bodies which specifically mention some institutions to seek employees. So, this can be a quality parameter to measure the quality of content of business education programme of any institution.

Instruments to Assure Quality Business Education Programmes

Having discussed some criteria for the assurance of quality in the teaching and learning in business education, these criteria can be fulfilled depending on instruments used to ensure the quality of education. They include: Quality of syllabus; Quality manpower; Quality admission process; Infrastructural facilities and Good governance should be adopted because balanced strategic executive committee will check and provide finance and logistics to the institution. Also, the quality of a profession cannot be ascertained and improved upon if the individuals who enter into such a profession are not ready to meet the required standards.

The quality of any profession depends on the quality of the candidates it can attract. Fixing higher entry requirements may allow professional education and practical experience requirements to be met in a shorter period of time. Any definition of quality must be in terms of the context in which it is used. In the case of business education programme, we should have it at the back of our minds that an institution may be of high quality in one of the factors but weak in others.

Considering these factors, Green (1994) lists four different approaches to quality in the field of higher education. These are: Exceptional (highest standards); Conformity to standards; Quality as conformity to standards to achieving institutional goals; and Meeting customers' needs. Quality in terms of exceptionality of individuals: This is associated with the stance of providing a product or service that is different and special, and which confers status symbols to the owner or users. In business education, an institution that demonstrates exceptionally high standards is regarded as a 'quality institution'.

An institution that meets the set standards, can be called a quality institution that could be accorded a particular status. This approach is usually followed by most regulatory bodies to determine institutions or programmes that meet certain criteria. Such institutions may be given

an approval to start programmes or recognition for a particular status or funding depending on the context. However, this approach may raise question about the approach the institution used to set its goals and how such goals are met, the question of how customers' (parents') needs are met, and how satisfied the customers are.

Strategies for Quality Assurance

Assurance of quality is the entire process of ensuring maximum effectiveness and efficiency of educational programs and services in relation to their context, mission and stated objectives. The purpose of quality assurance is to train individuals to achieve competence in a given area of educational system, therefore, if the input is faulty, the output may likely be faulty as well. They both form part of a cyclic process with each deriving from and also feeding into the other. The need for achieving quality in Nigerian business education in term of quality teaching and learning cannot be overemphasized.

However, Adegbasan (2011) enumerated the following as the major needs for quality assurance in Nigeria education system: To ensure learners' entry behavior, characteristics and attitudes including some factors that can facilitate their learning, To ensure teachers' entry qualifications, values, pedagogical skills and professional preparedness and maintain higher standard of education at all levels, To ensure teaching/learning processes which may entails the structure of the curriculum, learning environment and determine the level of adequacy of the facilities available for quality control, To ensure free flow of operational funds including its adequacy and regularity; and, To determine the number of classrooms needed based on the average class size to ensure quality control of education. The interplay of these and other related factors will go a long way in determining the outcome of any educational program.

Statement of the Problem

Recent development in business education programmes seems to indicate that all is not well as expected with quality assurance of the system. It could be deduced from the present events and trends in the country that many business education graduates cannot secure meaningful job or become self-employed. This shows that business education is not meeting its expectations in terms of the quality of teaching and services. Though teacher's effectiveness and efficiency have been mentioned severally in meetings and discussions, its importance requires that more detailed discussion should be carried out on it. A teacher cannot teach what he/she do not know. Therefore, process of quality assurance in business education, should start with the quality of the teachers who are supposed to implement the school programme. Consequently, the quality of the students who are supposed to undergo the training will be enhanced. The current advancement in technology requires that teachers should be given the opportunities to be trained and retrained regularly to keep them abreast of the advancement in technology. Hence, the need to examine the opinion of business educators on quality assurance in teaching and learning of business education programme in colleges of education in Nigeria.

Purpose of the Study

The main purpose of this paper was to investigate the quality assurance in teaching and learning process in business education programme in Nigerian colleges of education. Specifically, the study sought the opinion of business educators on:

1. the extent to which quality is assured in the teaching and learning of business education programme in Nigerian colleges of education.
2. the extent of the adequacy of the curriculum of business education in Nigerian colleges of education.

3. the impact of in-service training given to business educators as a strategy to ensure quality in business education programme in Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent is quality assurance enshrined in the teaching and learning procedures in business education programmes in colleges of education in Oyo state?
2. What is the extent of adequacy of the curriculum of business education in colleges of education in Oyo state?
3. What is the extent of in-service training given to business educators as a strategy to ensure quality in the programme of business in Nigeria?

Research Hypotheses

1. **H₀₁:** There is no significant difference between the mean responses of male and female business educators on the extent to which quality is assured in the teaching and learning procedures used in Nigerian colleges of education.
2. **H₀₂:** There is no significant difference between the male and female mean responses of business educators on the extent of adequacy of the curriculum of business education among tertiary education institutions in Nigeria.
3. **H₀₃:** Male and female lecturers of business education do not differ significantly in their mean responses on the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigeria.

Significance of the study

The findings of this study would draw the attention of the management and curriculum planners, business education students, business educators to quality assurance in business education programmes.

Business educators in Nigerian colleges of education would also benefit from the study because it will identify those strategies that will ensure quality in the programme of business education which business educators are the major implementers. Business education curriculum planners would also benefit from the study by getting to know the quality assurance strategies considered effective by business educators for improving the quality of business education graduates that suit the present innovations, trends and practices in global education. Management in Nigerian Colleges of Education will benefit by ensuring that strategies considered effective are adopted in colleges of education so as to ensure qualitative programme in Nigeria.

Methodology

This study adopted the descriptive survey design. The area of the study was federal and state owned colleges of education in Oyo State, Nigeria. The instrument used for data collection was questionnaire on 4 point Likert scale with response items as: Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extant (VLE) rated 4, 3, 2, 1 respectively. The population of the study consisted of 35 business educators purposively selected from the chosen institutions. Thirty-five copies of the questionnaire were distributed but thirty-three copies were retrieved from the respondents representing 94.29 % return rate. Data were collected for the study through the administration of validated questionnaire on the respondents. The test-retest method was used to establish the level of reliability of the instrument and the overall correlation coefficient of 0.89 was obtained. The mean statistics were used to answer the research questions. Questionnaire items with mean score of 2.50 and above were regarded as

accepted while items with mean score of below 2.50 were regarded as rejected. The three null hypotheses were tested at 0.05 level of significance using t- test statistics. If the calculated t – value is less than the critical table value of 1.96 for required degree of freedom of 81%, the null hypotheses is upheld but if the calculated t – value is greater than the critical t –value, the null hypotheses is rejected.

Data Analysis and Interpretation

Research Question 1: To what extent is quality assurance enshrined in the teaching and learning procedures in business education programmes in colleges of education in Oyo state?

Table-1: Mean (x) responses with standard deviation on the extents of quality assurance as enshrined in the teaching and learning procedure in business education programme in colleges of education in Oyo state?

| S/ N | ITEM STATEMENT | VGE (4) | GE (3) | LE (2) | VLE (1) | \bar{X} | SD | DECISION |
|------|---|------------|-----------|-----------|------------|-------------|-------------|----------|
| 1. | To what extent do you agree that methodology of teaching business have been enhancing the students' interest overtime. | 5 | 7 | 10 | 11 | 2.28 | 1.10 | Rejected |
| 2. | The methodology used in teaching business Education courses in colleges of education is regularly evaluated. | 7 | 4 | 9 | 13 | 1.90 | 0.97 | Rejected |
| 3. | Most business educators do not use traditional method in teaching business education courses. | 4 | 6 | 11 | 12 | 2.06 | 0.98 | Rejected |
| 4. | Poor performance and negative attitude of students in business education is as a result a low quality assurance in the teaching methods used for the subject. | 10 | 12 | 6 | 5 | 2.69 | 1.06 | Accepted |
| 5. | The college management always assess and evaluate the content of lecture note given to students by the lecturers. | 8 | 5 | 10 | 10 | 1.82 | 1.04 | Rejected |

Source: Field Survey 2019

Table 1 shows that the items 1, 2, 3 and 5 outlined were rejected based on the decision that their mean ratings were less than the cut-off point of 2.50 which implies that the respondents disagreed that methodology of teaching business education have been enhancing the students' interest in business education programmes and hence their poor performance in business education courses.

They also disagreed that: methodologies used in teaching business education in the colleges of education were regularly evaluated by concerned bodies. Also, most lecturers do not use traditional method for teaching business education courses. They agreed that poor performance and low quality assurance result in teaching method used for the subject.

Research Question 2: What is the extent of adequacy of curriculum of business education in colleges of education in Oyo State?

Table-2. Mean (X) scores on the extent of adequacy of the curriculum of business education in colleges of education in Oyo state?

| S/ N | ITEM STATEMENT | VGE (4) | GE (3) | LE (2) | VLE (1) | \bar{X} | SD | DECISION |
|------|--|------------|-----------|-----------|------------|-------------|-------------|----------|
| 1. | To what extent do you agree that most business educators teach their courses based on curriculum of business education programmes. | 55 | 10 | 13 | 39 | 2.04 | 1.12 | Rejected |
| 2. | Most of the business educators always find it easy to strategically use modern techniques to motivate the students to learn subject content in curriculum. | 4 | 6 | 11 | 12 | 1.81 | 0.93 | Rejected |
| 3. | Only business educators with the requisite qualifications and experience are employed to teach business education courses. | 6 | 5 | 9 | 13 | 2.01 | 1.03 | Rejected |
| 4. | Being a business educator is a criterion for teaching business education courses in colleges of education in Oyo state. | 3 | 4 | 10 | 16 | 2.11 | 1.02 | Rejected |
| 5. | Most of the business educators are competent and familiar with business education course content in the curriculum in computer packages. | 5 | 5 | 11 | 12 | 1.98 | 0.91 | Rejected |

Source: Field Survey 2019

Table 2 shows that the all items outlined were rejected based on the decision that their mean ratings of 2.11 to 1.81 respectively were less than the cut-off point of 2.50 which implies that the respondents rejected that most business educators teach their courses based on curriculum of business education programmes, most of the business educators always find it easy to strategically use modern techniques to motivate the students to learn subject content in the curriculum. The respondents rejected that only business educators with the requisite qualifications and experience are employed to teach courses in business education.

Being a business educator is a criterion for teaching business education courses in colleges of education in Oyo state and most of the business educators are competent and familiar with business education course content in the curriculum in computer packages were also rejected. It suggests therefore that the curriculum of business education to a very great extent is adequate. This is evident considering the high mean rating recorded against the items.

Research Question 3: What is the extent of in-service training given to business educators as a strategy to ensure quality in the programme of business in Nigeria?

Table-3. Mean (X) scores on the extents of in-service training given to business educators as a strategy to ensure quality in the programme of business in Nigeria?

| S/N | IN-SERVICE TRAINING | VGE (4) | GE (3) | LE (2) | VLE (1) | \bar{X} | SD | DECISION |
|-----|--|------------|-----------|-----------|------------|-------------|-------------|----------|
| 1. | Conferences | 12 | 10 | 6 | 5 | 3.88 | 0.54 | Accepted |
| 2. | Seminars | 15 | 11 | 3 | 4 | 4.00 | 0.56 | Accepted |
| 3. | Workshops and Summit | 13 | 10 | 6 | 5 | 3.85 | 0.53 | Accepted |
| 4. | Train-the-trainer programme | 16 | 10 | 3 | 4 | 3.83 | 0.53 | Accepted |
| 5. | Intellectual debates and Academic events (inaugural lecture) | 14 | 11 | 5 | 3 | 3.98 | 0.56 | Accepted |

Source: Field Survey 2019

The data in Table 3 indicates how business educators in Nigerian colleges of education considered in-service training for career academics effective as a strategy to ensure the assurance of quality in the programme of business education in Nigerian colleges of education. The result reveals that business educators in Nigerian colleges of education considered provision of various forms of in-service training for career academics as an effective strategy to ensure the assurance of quality in the programme of business education in Nigerian colleges of education. All the items listed in this section received mean rating greater than 3.5 which indicated that in the opinion of business educators, provision of in-service programme in education and training for career academics is an effective strategy for assuring quality in business education programme.

The close range of standard deviation of the responses showed that the respondents were not far apart in their response to this research question. It can therefore be adjudged that providing in-service programme in education and training for career academics is an effective strategy for ensuring quality in business education programme in Nigerian colleges of education.

Hypothesis 1

H₀₁: There is no significant difference between the male and female mean responses of business educators on the extent of adequacy of the curriculum of business education among tertiary education institutions in Nigeria.

Table-4. Test Result on the extent of assurance of quality in teaching methods

| Response | N | X | SD | D.f | t-cal | t-crit | Remark |
|----------|----|------|------|-----|-------|--------|--------------------------------|
| Male | 19 | 2.01 | 1.01 | 81% | 0.13 | 1.96 | H ₀ is not rejected |
| Female | 14 | 1.98 | 0.99 | | | | |

Source: Author's EView 8.0 Output.

The t-test analysis of data in Table 4 reveals that t-calculated (0.13) is lesser than the critical t-value of 1.96 at 81% degree of freedom and 0.05 level of significance given that the t-calculated is lesser than the t-tabulated, the null hypothesis is hence not rejected and it is concluded that male and female business educators did not differ significantly in their opinions on the extent of quality assurance in the teaching methods used in teaching courses in business education among business educators in Nigerian colleges of education.

Hypothesis 2

H₀₂: There is no significant difference between the male and female mean responses of business educators on the extent of adequacy of the curriculum of business education among tertiary education institutions in Nigeria.

Table-5. Test Result on the adequacy of curriculum of business education.

| Response | N | X | SD | D.f | t-cal | t-crit | Remark |
|----------|----|------|------|-----|-------|--------|--------------------------------|
| Male | 19 | 3.02 | 0.95 | 81% | 0.76 | 1.96 | H ₀ is not rejected |
| Female | 14 | 2.86 | 0.92 | | | | |

Source: Author's EView 8.0 Output

Similarly, Table 5 reveals a t-calculated statistic of 0.76 and t-tabulated of 1.96 at 81% degree of freedom. From the table, the t-calculated is lesser than the critical t-value.

Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the mean rating responses of male and female business educators on the extent of adequacy in business education curriculum among Nigerian colleges of education.

Hypothesis 3

H₀₃: Male and female lecturers of business education do not differ significantly in their mean responses on the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigeria.

Table-6. Test Result on the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigeria.

| Response | N | X | SD | D.f | t-cal | t-crit | Remark |
|----------|----|------|------|-----|-------|--------|--------------------------------|
| Male | 19 | 1.88 | 0.99 | 81% | 2.25 | 1.96 | H ₀ is not rejected |
| Female | 14 | 1.79 | 0.77 | | | | |

Source: Author's EView 8.0 Output

The data presented in the Table 6 showed a computed t – value of 2.25, which indicated that the t – calculated, is greater than the t – critical value of 1.96 at 0.05 level of significance so, the null hypothesis is rejected. Hence, male and female business educators were of different opinions regarding the extent of the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigerian college of education.

Discussion of Findings

The findings in Table 1 reveals that the methodology used by business educators in Nigerian colleges is rarely evaluated by the Ministry of Education or the supervising agencies.

Most lecturers still used traditional method in teaching business education courses which has not enhanced the student's interest overtime and as such result in poor performance and negative attitude. Results in Table 2 shows that the curriculum of business education to a very great extent is adequate. This is evident considering the high mean rating recorded against the items. This finding agrees with Ogbakekirigwe (2010), who observes that poor quality and standard in education is attributed to dearth of basic teaching facilities and not necessarily the curriculum.

This might have led to poor academic achievement among business education students. Finally, the result in Table 3 reveals that most of the business educators in Nigeria colleges of education are not computer literate and therefore do not possess the competence in modern and computer based methods used in teaching business education courses. At times, they also find it difficult to motivate the students strategically for effective learning and exhibit incompetence while explaining principles of business education.

The researchers found out that government rarely organize in-service training for business educators, which may be because the lecturers have been certified as business educators but this may not be totally relied upon. Though many of the lecturers are certified academically in related fields with some years of teaching experience, yet regular training programmes should be organized for the lecturers as regular professional empowerment.

Acquisition of information and communication Technology (ICT) skills can be applied to motivate the students and enhance their performance. When many students lack interest and perform poorly, the quality of the lecturers who handled the courses should be assessed, since one cannot give what one does not have. It is only quality lecturers that can guarantee quality service delivery in teaching and learning in business education courses.

Conclusions and Recommendations

The study established that the curriculum of business education in Nigerian colleges of education is adequate and that most lecturers do not follow the scheme in the instructional delivery in business education. However, the study reveals that the methodology used by business educators and the instructional materials do not adequately take care of the students during in structural delivery. These might have contributed to the low performance of students in business education during examination.

The quality assurance in the teaching of business education courses is of paramount importance and concern to both business educators and students offering the subject in Nigerian colleges of education. The paper therefore recommends: Government through ministry of education should update the business educators by organizing in-service training programmes for them with the view to enhancing their knowledge on the methodology and strategies especially in the area of modern and computer based methods used in teaching business education courses. They should actively involve business educators in the planning and development of the curriculum of business education for Nigerian colleges of education.

To maintain standard, lecturers should be induced to make adequate use of instructional materials. Close supervision of the lecturers is important to ensure that business education scheme is adequately covered especially on modern techniques and computer packages before the students were examined. To enhance academic performance of students in business education students in Nigeria colleges of education, only lecturers with the requisite qualifications should be employed to teach courses in business education.

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STRATEGIC MARKETING PRACTICE, A PANACEA FOR ACHIEVING GREATER ORGANIZATION PERFORMANCE IN NIGERIA TELECOMMUNICATION INDUSTRIES

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Abstract

This paper examined the impact of strategic marketing on the organization performance in the Nigerian Telecommunication Industries. survey research methodology was adopted for the study. Two hypotheses were formulated from the statement of research problem. Analysis of Variance and Pearson Product Moment Correlation Analysis statistical tools were used in testing the hypotheses. The results show that strategic marketing has significant influence on the organizational performance and that certain factors like environmental forces, leadership, realistic goal, competitor strategy significantly influences adoption of strategic marketing practice. based on the finding it is therefore recommended that every organization need to monitor its environment continually so as to build the business, develop appropriate strategic that would move them forward, improve ways of creating products/services and develops new and existing markets with a view to offer better services to the customers of the Organisations. Actions and reactions of the competitor must be study by any industry so that appropriate marketing strategy can be applied as a key determinant of success.

Key words: strategic marketing, market orientation, organization capabilities, performance

Introduction

To compete successfully in this environment, organizations continually need to improve their performance by reducing cost, innovating products and processes and improving quality, productivity and speed to market (Muogbo, 2013). Also, given today's uncertain environment, adaptability and competitiveness are critical for all organization. The intensity of competition in an increasingly global environment has triggered renewed interest in the marketing function which its contribution can make competitive success to a company and this is possible if an appropriate matching exists between marketing and other functional activities of company (Mohammadzadeh, Aarabi and Salamzadeh, 2013).

Adeleke, Ogundele and Oyenuga (2008) believed that through strategic marketing plan an organization can predict changes in the environment and act pro-actively. It is believed that with strategic marketing, organization resources can also be matched with its market opportunities over the long run, and will adapt to these environmental forces as they plan and carry out strategic activities. However, if strategic marketing is implemented appropriately, an organization will have little or no challenges in managing external changes. Veskaissri, Chan and Pokand (2007) posited that without a clearly defined strategy a business will have no sustainable basis for creating and maintaining competitive advantages in the industry where it operates. Veskaissri, Chan and Pokand (2007) are also of the opinion that effective planning and implementation has positive contribution to the financial performance of organizations.

Institute of Strategic Marketing of Nigeria (2012), Bryson (2004) believes that strategic marketing is a disciplined effort to produce fundamental decisions and actions, that shape and guide organization outcome (performance). Woodward (2004) defines strategic marketing as a process by which one can envision the future and develop the necessary procedures and operations to influence and achieve its objectives. Strategic marketing is a deep stakeholder; oriented concept, that focuses on company's long-term vision for competitive advantage and value-addition through innovation which is a central marketing-related and strategic business element (American Marketing Association 2007).

Statement of problem

A number of empirical studies have been conducted on strategic marketing and organization performance. Hooley, Greenley, Caroga and Fahy (2005); Matsudo, Meltzer, & Ozesomer (2002). The result shows significant influence of strategic marketing on the organization performance. Research has also shown that several studies were conducted on strategic marketing in industrialized countries such as United States, United Kingdom and Asia. Nashwa (2009), Fahy et al (2005), Jaakkola (2006). Whereas, little of such literature was done in the under developed and developing countries including Nigeria Akinyele 2010, olanipekun 2012, where emphasis is placed on marketing mix as strategic marketing variable. This study focuses on market orientation and organization capabilities as strategic marketing variable.

Certain factor needs to be considered for Strategic Marketing Practice to be achievable which organization needs to put into consideration before using any strategic marketing programme. Kent, and Neupert (2005) suggested that company must identify its competitors marketing strategies and that company must have knowledge about the purchasing behaviors, motivations and perception of their key target market, marketing environment must be studied as well. Simons and Thompson and Strickland (2003) grouped the factors into three: Environmental factors such as national culture, national economic conditions, and industrial conditions, organization factors which include organization culture, structure of decision making, board of directors, and employee involvement, and decision specific factors that can be explain as time, risk, complexity, and politics.

Other factors are: - Environmental forces, realistic goal and available resources, human resources, organization leadership, follow up, planning the sequence, company position in the market, projected life cycle stage, competitor marketing strategies. The empirical evaluation of the factors that stimulate adoption of strategic marketing by Nigeria telecommunication industry is therefore important which this research intend to do.

Objective of the study

The main objective of this study is to examine the effect of strategic marketing practice on the performance of Nigeria telecommunication industries While the specific objective are to: Examine if there is any significant relationship between Strategic marketing Practice and performance of telecommunication industries in Nigeria. Investigate the factors influencing adoption of strategic marketing practice by Nigeria telecommunication industries.

Concept of Strategy, Marketing and Strategic Marketing

According to Chen (1994) in Job (2014) the first strategist of all time was SunTzu, a Chinese general who lived in the fourth Century B.C. He emphasized the need for farsightedness and good planning. SunTzu also placed importance on knowing both your enemy and yourself and the sensitivity of reacting to changing condition. Chen (1994) in Job (2014) believed that many business related phenomena have gone through significant changes; therefore, we can say that strategy is a long term plan for achieving a company goal.

Humza (2010) opined that strategy is one of the most significant concepts to have emerged in the subject of management studies, its applicability, relevance, potential and viability have been put to several tests. It has emerged as a critical input to organizational success and has become handy as a tool to deal with the uncertainty that organization face. Thompson, Gamble and Strickland (2006) viewed strategy from a company's point of view, as activities consisting of competitive moves and business approach that managers employ to grow the business, state out a market position, attract and please customers, compete successfully, conduct operations and achieve targeted objectives. Job (2014) defined strategy as the determination of the basic long-term goals and objectives of an enterprise, adoption of the courses of action and the allocation of resources necessary for caring out these goals.

The Marketing Institute of London (2005) defined marketing as the market performance of the business activities that directs the flow of goods and services from the producer to the consumer. Heugy and Mutchel (2004) agreed that marketing are the performance of business activities that directs all good and service from producer to consumer or user. Kotler et al (2002) believed that marketing is the most imperative organic activity which assists organizations to meet their business challenges and accomplish set goals and objectives. It is the belief that the role of strategic marketing is to lead the firm to an attractive economic opportunity. That is, opportunity that are adapted to its resources and knowhow and offer a potential for growth and profitability. With strategic marketing, a firm can effectively differentiate itself by capitalizing on its strengths (both current and potential) in order to provide consistently better value to customers than its competitors. It should be noted that organisations required a lot more than getting creative with the marketing mix. It should be armed with a thorough understanding of the firm's capabilities and aspirations, the customer market and the competitive landscape, the goal of strategic marketing (and the job of the strategic marketer) is to maximize a firms' positive differences over competitors in the eyes of its target market. It does this, by answering three key questions: where, how and when should the business compete.

Strategic Marketing is a process of planning, developing, implementing and evaluates strategy in order to obtain a competitive edge in the chosen niche. It is necessary to outline and simplify the company's objectives and how to achieve them. If a company must secure a certain share of the market, it should ensure a clear identification of its mission, survey the industry situation, define specific objectives and develop, implement and evaluate a plan to guarantee the when, where and how the customers would be provided with its products. Of course, the central objective of any company will be customer satisfaction, so they may dominate the market and become leaders in their industry and thus providing substantial business satisfaction.

Strategic marketing can be referred to as the development, implementation and control of broad driven strategies for long run survival and growth of the firm, most companies now look unto market driven strategies with the belief that all decisions about business strategies must start with clear understanding of the market, customers and competitors (Institute of Strategic Marketing of Nigeria 2012). Bryson (2004) posits that strategic marketing is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does not, with focus on the future. Jakoola (2006) defined strategic marketing as deeply customer-oriented concept, focusing on the top managements, long-term vision for competitive advantage through product innovation and other functions necessary to this process.

Pearce and Robinson (2003) believed that strategic marketing is the process of using systematic criteria and rigorous investigation to formulate, implement, control the strategy, and to formally document organizational expectations. Gup and Whitehead (2000) on their part, see strategic marketing as the formulation of a unified comprehensive and integrated plan aimed at relating the strategic advantages of the firm to the challenges of the environment. It is concerned with appraising the environment in relation to the company, thereby, identifying the strategies to

obtain sanction for one of the alternatives to be interpreted and communicated in an operationally useful manner. According to Slater & Oslon (2001), Market orientation is important in that the firm focuses on collecting information about target customers' needs and competitors capabilities continually and using this information to create superior customer value. Firms that are market-oriented could be well informed about the market where they operate and by this giving them the opportunities to use the information advantage to create superior value for their target customers.

According to Baker and Sinkula (2001), a firm would have to adopt a strong market orientation to enable her focus on the environmental events that are likely to influence its ability to increase customer satisfaction relative to competitors. Firms that identifies and respond to customer needs and preferences can satisfy customers better and consequently led to higher performance. Martin & Grbac, (2003) stated that a firm's to respond to changing market needs would requires the introduction of new products and services and the implementation of marketing activities that are designed to satisfy customer needs better than competitors.

Requirement of Marketing Orientation

According to Warren et-al (2000) marketing orientation can only be achieve in three ways: Marketing intelligent generation, intelligent dissemination and intelligent responsiveness.

Intelligence generation: According to Kohli et al (1993), in Warren (2000) is the collection and assessment of customer needs/preferences and the forces (i.e., task and macro environment) that influence the development of those needs. In this connection, Avlonitis and Gonnaris (2001) suggested that, after making the information available, a company mobilization to satisfy customers' needs and wants should follow. Therefore, availability of information on customers' needs and wants at every level of the company becomes a major issue in the development of market orientation

Information Dissemination: According to Dallah, Rita and Benjamin (2011) Information dissemination is a wide communication and reception of information through formal and informal communication. In this connection, Kohli and Jaworski (1990) in Warren et-al (2000) suggest that if an organization is to adapt to market needs, market intelligence must be communicated, they are of the opinion that the generated information should be disseminated effectively to all parts of the company. It was also believed that information should permeate the entire firm and strategic and tactical decisions should be made and executed inter-functionally. According to Premkumar, Ramamurthy & Sauder, (2005). An organization must have access to quality information in order to be able to cope with environmental uncertainty.

Intelligence Responsiveness: Intelligent responsiveness means implementation of action. According to Jaworski and Kohli (1993) in Warren et-al (2000) responsiveness composed of two sets of activities: response which uses marketing intelligence to develop organizational plan and response which involves executing the plan. in order to be responsive to the needs, and wants of the market place, an organization should implement and execute its corporate strategy by focusing on gathering and disseminating quality information in order to satisfy its customers with a view to ultimately optimizing its performance.

Organization Capabilities

Day and Mominan et al (1997) in Jakkolla (2006) sees Marketing capabilities as integrative processes designed to apply the collective knowledge, skills, and resources of the firm to the market-related needs of the business and enable the business to add value to its goods and services and meet competitive demands. He noted that since marketing processes are often firm specific, unique marketing capabilities will develop as individuals combine their particular knowledge and skills with other intangible and tangible resources available to them. Although,

competing firms may focus on similar market needs, the specific way in which each group of individuals within each firm integrates and apply knowledge leading to many unique ways of solving similar customer needs. Therefore, firms can be expected to have similar, but not identical marketing capabilities. Therefore, capabilities are a value-adding that cannot be easily imitated by competitors and also prevents easy substitution of one capability for another. To this end capability is prevented from being easily transferred between competitors. It therefore, forms the basis for sustainable competitive advantage.

Type of Organization Capabilities

Organization capabilities includes the following: (i) Area of marketing research and is defined as the set of processes needed to discover broad-based market information and to develop information about specific customer needs, and to design marketing programs to meet these needs and market conditions. (ii) pricing is defined as the processes needed to competitively price the firms products and services and monitor prices in the market. (iii) product development. If a firm is to achieve a capability in product development it need to design the products that can meet customer needs, meet company goals and produced the product better than her competitors. (iv) Channels of distribution. To have a capability in channel management, relationships with distributors must be formed and effectively managed. Promotion is another important capability for many firms. Promotion could be regarded as advertising, sales promotions, and personal selling activities the firm uses to communicate with the market and sell the product. (v) Marketing management capabilities are focused on customer acquisition management, the management of marketing programs, and the ability to coordinate action among the diverse elements in the firm needed to implement a marketing program.

Factors Influencing Strategic Marketing Practice

In the process of creating a strategic marketing organization must consider many factors. Of those many factors, some are more important than others, also Each of the factors impact is at a different level and carries a different forces, each strategy must address some unique considerations, Pankaj (2010) stated that strategists must assess the forces affecting competition in their industry and identify their company's strengths and weaknesses, then strategists can devise a plan of action. Simons and Thompson (2002) grouped the factors that affected strategic decision-making process as: environmental factors, organizational factors, and decision-specific factors. According to them, environmental factors mean external agents such as national culture, national economic conditions, and industry conditions. Organizational factors refer to organizational structure, organizational culture, structure of decision making board of directors, impact of upward influence, and employee involvement. Decision-specific factors can be explained as time, risk, complexity, and politics. It is not reasonable to identify 'every' important factor at a generic level. However, many are common to all level. Some of the more critical are described below that will form the focus of this study:

(a) Environmental Forces and PEST Analysis

The match between the company and its operating environment to some extent determine its success, therefore, understanding the environment is important for every company. Vorhies and Morgan (2005) asserts that one of the primary tasks of the strategist is the management of the interface between the organization and its external environment. Johnson and Scholes (2009) asserted that environmental analysis is important for managers because of three reasons, first, managers face difficulties, when trying to understand the environment because, the environments consist of so many different influences. Secondly, there is constant changes in the feature because of uncertainty created by fast growing technological changes and the speed of global communication. Finally, managers can also make an error because they are human beings

therefore, there is need to reduce the complexity of the environment through environmental analysis methods.

(b) Realistic Goals and Resources

Strategic plans must include a focused on a well manageable defined number of goals, objectives, and programs, accomplished with adequate resources to use in achieving the goals and objectives set in the plan. Resent study shows that effective communication methodologies enable project teams and organizations to increase quality, scope, and business benefits. When planning a project, the scope must be comprehensive, detailed, and very clearer to team members, stakeholders, and, preferably, to the entire organization to lay the foundation for its success. Implementation of the plan with effective communication among the teams will led to successful implementation of the overall business strategy.

(c) Human Resources

Lorange (2008) stated that human resources have becomes the key focus of strategic implementation as reiterated that people not financial resources are the key strategic resources in strategic implementation. In the same vein, Fulmer (2009) mentioned that human resources management plays an important role in the effective implementation of strategic plan. Getting people involved and used a motivating factor will have positive influence on the implementation of strategy. Therefore, it is important to involve both organization department and employee in the strategic implementation.

(d) Organization Leadership

Organizational structure, delegation of responsibilities, freedom of managers to make decision and the incentive and reward system will all be influenced by the leadership style in a particular organization. However, Cater and Pucko (2010) believed that well formulated strategy, effective pool of skills and human capital are extremely important resources for strategic skills. The important of good leadership cannot be overemphasis and leadership is one of the main obstacles in successful strategy implementation. The need for effective leadership outweighs any other factors. Beer and Eisenstat (2000) suggested that in the absence of effective leadership, conflicting priority will result in poor coordination. Beer and Eisenstat (2000) further referred to poor coordination across function down the line leadership skill and development as killer of strategy Implementation. Zarbaf and Baryrami 2010 categorized the leadership importance into three key roles; managing the strategic process, managing relationship and managing manager training. Mapetere, Mawhika, Tonderai, Sikomive and Mhonde (2012) found that, relatively low leadership involvement in strategic implementation led to partial strategy success. Organizational structure delegation of responsibilities freedom of managers to make decision and the incentive and reward system will all be influenced by the leadership style in a particular organization.

(e) Communication Information

Availability and Accuracy Good communication within the organization has effect on a business ability to implement its strategy. The study of James and Paul (2005) believed that, there is a significant link between company and cooperate communication function and implementation atom of strategy. Forman and Argents (2005) found that the internal communication within a company has a positive effect on making strategy and implementing strategy.

Theoretical Review

Several theories and models have been developed over the year on Strategic marketing practice. The researcher has identified the major theories that best frame SMP and discuss the similarities and differences within and between theories that explain the existence of SMP. The

most prominent theories are discussed and elaborated upon together with the argument underline each of the theories as follow.

The Resource Based View (RBV) Theory

In the RBV, according to Wernerfelt, (1984) as stated in Pankaj (2010) the firm is viewed as a blend of resources that enable certain capabilities, opinions to be accomplished. The resource based logic suggests that firms should look inward, discover their own valuable, rare, and costly to imitate resources and capabilities and then discover markets where those resources can be exploited Barney (2001). To him the internal capacities are linked with the external environment and the competition in the market.

The Dynamic Capabilities

The Dynamic Capabilities view strengthens the RBV. To Teece et al., (1997) dynamic capabilities emphasis on how combinations of resources and competences can be developed, deployed and protected. dynamic capability is the capability of an organization to purposefully adapt an organization's resource base. Teece et al. (1997) further defined it as "the firm's ability to integrate, build, and reconfigure internal and external competences to cater for rapidly changing environments." For the purpose of this study, dynamic capabilities theory is considered to be more appropriate, where capabilities will be the determinant for organization to utilize it is resources. As a result, this study will use dynamic capabilities theory to assess the impact of Strategic Marketing Practice on the performance of telecommunication industry in Nigeria.

Methodology

This study adopted descriptive research design by using questionnaire as the instrument of obtained necessary information for the study. The population of the study consists of all the employee of Nigeria Telecommucation industries in which Stratified random sampling technique was used to select 40 employees of the two selected communication industries (Globalcom and 9mobile) of Kwara state branches. Questionnaire was the instrument used in obtained information for the study. Two hypotheses were stated in Null form for the study as follow:

- H₀₁: No significant relationship exists between Strategic Marketing Practice and corporate performance in the Nigeria Telecommunication industries.
- H₀₂: There is no significant difference in the factors influencing adoption of strategic marketing practice and performance of the Nigeria telecommunication industries.

To provide evidence of the validity and reliability of the variables, series of psychometric analysis was performed on each of the variables. The validity of the study was performed through test of content validity. The content validity was achieved by presenting the survey instrument to some other expert in the field. To assess the reliability of the scale items Crobach Alpha was used to examine the reliability by testing the questions of each construct i.e strategic marketing and organization performances constructs. Pearson product moment correlation (PPMC) and Analysis of variance (ANOVA) was the inferential statistics used to analyzed hypothesis one and two respectively using STATA for data analysis.

Results

Table 1. Reliability Coefficients of Research Measures (Cronbach’s Alpha)

| S/N | Variable Measure | Cronbach’s Alpha Coefficients |
|-----|---|-------------------------------|
| 1 | Strategic Marketing (MO & OC) | 0.73 |
| 2 | Telecommunication Performance Measurement | 0.65 |
| 3 | Factor of strategic marketing | 0.70 |

Researcher field survey 2019

Table 1 shows Cronbach’s alpha coefficients of the major research measures. Strategic marketing constructs, telecommunication performance measurement and the construct of factors influencing strategic marketing, all met the internal consistency (reliability) standard for newly- developed research measures which is 0.6-0.8., recommended by Giam and Giam (2003). Therefore, the research instrument appears reliable and valid.

Hypothesis Testing

Hypothesis 1: No significant relationship exists between Strategic Marketing Practice and corporate performance of Nigeria Telecommunication industries.

Table 2: Perception of respondent on the company adoption of strategic marketing variables

| QUEESTION | Never | Rarely | Often | Very often | TOTAL |
|-----------|----------|-----------|------------|------------|----------|
| MO | 2 (3.95) | 6 (17.11) | 14 (34.21) | 18 (44.74) | 40 (100) |
| MO | 2 (4.61) | 5 (11.84) | 14 (35.53) | 19 (48.03) | 40 (100) |
| MO | 3 (7.89) | 7 (18.42) | 10 (23.68) | 20 (50.00) | 40 (100) |
| MO | 3 (7.89) | 5 (13.16) | 20 (49.34) | 12 (29.61) | 40 (100) |
| OC | 2 (4.61) | 4 (9.87) | 10 (25.00) | 24 (60.53) | 40 (100) |
| OC | 3 (7.24) | 5 (12.50) | 10 (25.66) | 22 (54.61) | 40 (100) |
| OC | 1 (2.63) | 3 (6.58) | 20 (50.66) | 16 (40.13) | 40 (100) |
| OC | 1 (1.97) | 1 (3.29) | 18 (46.05) | 20 (48.68) | 40 (100) |

Researcher field survey 2019

Table 2 above shows the percentage analysis of the respondent’s responses to the rate at which telecommunication industries adopt the use of strategic marketing variable such as market orientation and organization capabilities, it can be seen that Nigeria Telecommunication industries adopted the strategic marketing practice as the percentage of often and very often is greater than never and rarely options.

TABLE 3: Summary of Pearson Product Moment Correlation (Ppmc) on the Relationship Between Strategic Marketing Practice And Corporate Performance Of Nigeria Telecommunication Industries

| | | | | | | | | | |
|-----|---------|----------|---------|---------|---------|---------|---------|--------|-------|
| | SMP | MO | MO | MO | MO | IO | IO | OC | OC |
| SMP | 1.0000 | | | | | | | | |
| MO | 0.9035* | 1.0000 | | | | | | | |
| MO | 0.9197* | 0.09447* | 1.0000 | | | | | | |
| MO | 0.9359* | 0.9253* | 0.9292* | 1.0000 | | | | | |
| MO | 0.8777* | 0.8957* | 0.8668* | 0.8720* | 1.0000 | | | | |
| OC | 0.8166* | 0.87918 | 0.8723* | 0.8376* | 0.8560* | 0.7996* | 0.8188* | 1.000 | |
| OC | 0.8178* | 0.8861* | 0.9201* | 0.8775* | 0.7776* | 0.8195* | 0.8416* | 0.877* | 1.000 |

Source: Researchers Analysis (2019) using STATA version 11 (Statistically Significant at 5%)

A Pearson product moment correlation (PPMC) was run to determine the relationship between strategic marketing practice and corporate performance of Nigeria telecommunication industries. The result shows that there was a strong positive correlation between market performance of Nigeria telecommunication industries and market orientation (M.O) which has statistical significant with the value of 0.9035*, 0.9197*,0.9359*, 0.8777*. Furthermore, organization capabilities has positive significant correlation with market performance with the value of 0.8166*, 0.8178*, as the values is greater than 0.5 or 50% at 0.01 level of significance. This implies that an increase in M.O, and O.C will increase Nigeria telecommunication market performance. The NULL hypothesis which state that SMP have no significant relationship with performance of Nigeria telecommunication industries is here by rejected while alternative hypothesis was accepted. It is therefore, concluded that S.M.P has significant relationship with performance of Nigeria telecommunication industries. This is in line with the previous study of akinyele 2011, Ibojo 2016.

Hypothesis 2: There is no significant difference in the factors influencing adoption of strategic marketing practice and performance of Nigeria telecommunication industries.

Table 4: Perception of respondent on the factors influencing effective implementation of strategic marketing planning

| QUESTION | NAA | VL | QM | VM | TOTAL |
|---------------------|-----------|-----------|------------|-------------|-----------|
| Enviromental factor | 1 (3.29) | 4 9.87 | 12 30.26 | 23 56.58 | 40 (100) |
| Resources | 1 (1.97) | 3 (7.89) | 15 (38.82) | 21 (51.32) | 40 (100) |
| Leadership | 2 (3.95) | 6 (11.84) | 8 (24.34) | 24 (59.87) | 40 (100) |
| Communication | 1 (3.29) | 5 (13.16) | 16 (40.13) | 18 (43.42) | 40 (100) |
| Realistic goal | 1 (1.32) | 4 (9.87) | 13 (32.89) | 22 (55.92) | 40 (100) |

Researcher field survey 2019

The table 4 above shows the percentage analysis of the responses of the respondents on the factors influencing the adoption of strategic marketing planning. The result shows that all the factors examined influences strategic marketing planning as their percentage of quite much and very much is greater than percentage of not at all and very little, this is futher verified with the testing of hypothesis bellow.

TABLE 5: Analysis of Variance (ANOVA) Showing Factors Influencing Adoption Of Strategic Marketing Practice In Nigeria Telecommunication Industries.

| Residual | 5.11111111 | 137 | .03730738 | | |
|----------------------|--------------------|--------------------|------------------------|--------|----------|
| Total | 140.835526 | 151 | .932685605 | | |
| Number of obs = 40 | R-Squared = 0.9637 | Root MSE = .193151 | Adj R-Squared = 0.9600 | | |
| Source | Sum of Square | Df | MS Mean square | F | Prob > F |
| Model | 135.724415 | 14 | 9.69460109 | 259.86 | 0.0000 |
| Environmental Forces | .300854701 | 3 | .1002849 | 2.69 | 0.0489 |
| Resources | .98989899 | 3 | .32996633 | 8.84 | 0.0000 |
| Leadership | .098644986 | 3 | .032881662 | 0.88 | 0.4525 |
| Communication | .768768769 | 3 | .384384384 | 10.30 | 0.0001 |
| Realistic goal | .875 | 3 | .291666667 | 7.82 | 0.0001 |

Source: Researchers Analysis (2019) using STATA version 11 (Statistically Significant at 5%)

The result of the hypothesis tested using ANOVA revealed that there is statistical significant differences between groups determined one way ANOVA p.value = 0.0001 < 0.05, (Coefficient of determination) r² = 0.9637 or 96,37%. The result further revealed that all the factors tested (Environmental factor, present of Resources, Leadership, Communication, and Realistic goal) are statistically significant except Leadership as p. value = 0.4525 > 0.05. it can be said therefore that Environmental factor, present of Resources, Communication, and realistic goal influences the adoption of strategic marketing in Nigeria telecommunication industries as their p. value is 0.0489, 0.0000, 0.0001 and 0.0001 respectively while leadership do not actually have much influence at p. value 0.4525 > 0.05. The null hypothesis is hereby rejected and the alternative hypothesis is accepted, meaning that there are significant differences in the factors influencing adoption of strategic marketing and performance in the telecommunication industries in Nigeria. This is in line with previous studies of Simons and Thompson 1998, Ronald 2003, Lorange 1998.

Conclusions

Based on the findings of this research, the following conclusions are made:

The evidence from findings shows that Nigeria telecommunication adopted strategic marketing as a strategy that help to improved their performance in which market orientation and organization capabilities were used as the strategic marketing variable. Certain factors were also found to as having significant effect on the adoption of strategic marketing strategy, such factors are environmental forces, organization leadership, specific goal and objectives, communication and competitor strategy among other. The research instrument shows high validity and reliability.

Recommendations

1. Every Organizations need to monitor its environment continually in order to build the business, develop appropriate strategic that would move them forward, improve the ways in which it creates products/services and develops new and existing markets with a view to offering its customers better services.
2. Actions and reactions of the competitor must be study by any industry so that appropriate marketing strategy can be applied as a key determinant of success.



3. The concepts and principles of market orientation (MO) and (OC) are recommended for holistic study, in addition to contemporary marketing management issues such as marketing mix strategy variable that is widely used by many researchers
4. Efforts should be made by organization to understand the relevant factors that can affect the implementation of strategic marketing practice.
5. The need for the identification of the capabilities of any organization is very important as to utilize it effectively and source for the types of capability that is lacking.

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EFFECTS OF PEER-TUTORING TEACHING STRATEGY ON THE ACADEMIC ACHIEVEMENT OF BUSINESS STUDIES STUDENTS IN OYO STATE

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Abstract

The main purpose of the study was to examine the effects of peer tutoring teaching strategy and as well as gender on business studies academic achievement in secondary schools. Two research questions and two hypotheses guided the study. The population of the study consisted of all junior secondary school students in 602 secondary schools offering business studies in Oyo State in 2018/2019 academic session. The sample size consisted of 145 students using purposive sampling technique. The instrument for data collection was Business Studies Achievement Test (BSAT) which was validated by three experts from the department of business and entrepreneurship education, Kwara State University, Malete. A reliability co-efficient of 0.77 was obtained for the test items using Kuder Richardson (KR20). Mean was used to answer the research questions while analysis of covariance (ANCOVA) was used to analyse the formulated hypotheses. Findings revealed that students taught using peer-tutoring teaching strategies performed significantly better than those taught using conventional teaching strategy. Also, gender from the study has no significant effect on the students' business studies academic achievement if taught using peer-tutoring teaching strategy. Based on the findings, it was concluded that peer-tutoring teaching strategy is capable of stimulating academic achievement of business studies students in Oyo State. The study among others recommended that peer-tutoring teaching strategy should be adopted by business studies teachers to supplement teaching in secondary schools.

Introduction

Education is widely acknowledged as one of the instruments that help modify or change the behaviour of its recipients to become better citizens and contribute meaningfully to overall national development. Omotayo (2014) defined education as the process of giving knowledge or developing the learners' abilities through teaching, training and schooling. One major goal of education, according to Federal Republic of Nigeria (2013) is to incorporate individuals to become sound and effective citizens and provision of equal opportunities for all citizens of the nation. Obidile (2016) asserted that the goal of education is the development of appropriate skills, mental, physical and social abilities to empower the individual to live in and contribute positively to the society. Such knowledge, skills, competences and attitude are acquired through the training provided in primary, secondary, career or tertiary education. The need to equip learners with appropriate skills and competences to contribute positively to society shows the reason why business studies as one of the vocational subjects was introduced into the nation's junior secondary school curriculum as a compulsory subject.

Business studies as a subject is taught in junior secondary schools today and it encompasses: office practice, commerce, typewriting, book-keeping and shorthand. Oyewole (2017) listed the objectives of introducing business studies as: to equip students with basic knowledge of business; develop skills in office occupation, give orientation and basic skills with which to start a life of work for those who may not undergo further training, provide basic skills for further use in future and to relate their knowledge and skills to the national economy.

Specifically, the major reason for introducing business studies among the subjects at the junior secondary school level is to enhance critical thinking, develop attitudes and inculcate values in pupils before such habits become permanent and a way of reasoning, analysis and decision taking become fixed. However, given the high rate of decline in academic achievement, one wonders if the objective is being achieved. The present educational system in Nigeria and Oyo State in particular seems not to be achieving the desired goals and objectives due to the evident dwindling or decline in standard and low academic achievement as reported by Rabi (2017); Adepoju and Oluchukwu (2012) at the secondary school level. The challenge of students dwindling, underperformance or low academic achievement in secondary schools has been a much discussed educational issue recently in Oyo State.

Academic achievement refers to how students perform in school examination. According to Moliuer and Alegie (2020) academic achievement in different subjects has been an issue of great concern to students, parents and specialists in education as well. Anderson (2020) however defined academic achievement as the performance in school subjects as depicted by scores or marks obtained in an achievement test. Eze (2013) explained further that it refers to the learning outcomes of students in terms of acquisition of skills, knowledge and ideas needed for gainful employment in related fields or careers. These definitions suggest that academic achievement is attainment of knowledge, skills and attitude of the learner on the successful completion of a specified course of study. These assertions also suggest that academic achievement represents learning outcomes that show the extent to which a person has accomplished specific goals that were the focus of activities or training of instructional environment particularly in schools. However, academic achievement of students could be high, average, low or poor in secondary schools. Abdulahi (2013) described poor academic achievement as a situation where a student falls below or failed to meet a criterion of acceptable standards. Some of the factors associated with poor academic achievement of students as noted by Duzé (2011) include teaching and learning methods, inadequate instructional facilities and students' lack of interest and motivation. Other psychological elements influencing academic achievement may include family background, peer group, economic factors, culture of the society and gender.

Gender is one of the factors mentioned in literature to have considerable effect on students' academic achievement especially in vocational subjects like business studies. Sada and Adesina (2015) opined that gender is the different characteristics that begin to define a person as male or female. Also, Flu (2017) defined it as the spectrum of physical, biological, mental and behavioural indicators relating to and making a distinction between the feminine and masculine population. The importance of examining achievement in relation to gender is premised primarily on the social and cultural differences between girls and boys. Ovaum (2013) argued that gender is a social and legal status and set of expectations from society behaviour, characteristics and thought each culture has standards about the way people should act or behave based on their gender. Consequent upon these societal expectations or belief, some trade, vocations and professions are regarded as men's such as engineering, art and craft, agriculture while others such as catering, typing, nursing as women's. Often, parents assign task like car washing, grass cutting, bulb fixing, climbing ladder to fix or remove things to the boys. On the other hand, house chores like washing, cooking, cleaning and so on are assigned to the girls. As a result of these societal thinking, the average Nigerian tended to view girls as feeble or

incapable of undergoing rigorous task. Consequently, an average of Nigerian girls and boys goes to school with these notion or stereotypes. These may lead to choice of subjects and disparity in academic achievement of students. Additionally, available literature seems to confirm the fact that gender is an important variable determining how low, medium or high student performs in vocational subjects and especially business studies.

Apart from gender, several researchers (Ifte, 2011; Eze, 2013 & Aviawe, 2016) have also pointed out different reasons for students' low achievement, some of which are due to the abstractness of certain aspects of business studies, lack of assimilation of certain part of business studies concepts such as bookkeeping, contra entries, transcription, double entry, trial balance and so on. Though many other reasons are attributed for the failure or low achievement scores, a sizeable chunk of the blame goes to teachers' strategies and instruction because it is believed that students' academic achievement in examination is partly a function of teachers' effectiveness. Furthermore, students' low academic achievement in business studies has been observed from literature to be caused by many factors such as teachers' insensitivity to the nature of business studies when planning instructional activities in the classroom, inadequate instructional materials and ineffective or poor teaching strategy (Igboko & Ibeneme, 2006; Awolabi, 2013). Teachers in the field today therefore are now under pressure to implement appropriate strategy or combination of strategies in teaching and learning of vocational subjects and especially business studies.

It has also been observed by the researchers that majority of teachers in secondary schools today still employ conventional teaching strategy in classroom. Uwamaiye and Titilayo (2015) asserted that teachers' predominant usage of conventional strategy of instruction in vocational subjects is a contributory cause of students' failure or underperformance which in turn queries the competency of the teacher and his method of instruction. The researcher observed further that while many teachers are aware that different learning strategies and techniques exists, some simply opt to utilize the conventional teaching strategy in implementing business studies curriculum in secondary schools hoping that they will cover most content area with limited time. The conventional teaching strategy is therefore seen as content driven and certainly not learner centred. Ovaum (2013) argued further that methods which are predominantly used in junior secondary schools today are based on behavioural learning theories which emphasize knowledge transmission from the teacher to passive students and encourage "rote memorization of fact". In addition, conventional teaching strategies are directed towards isolating the learner from social interaction and towards seeing education as a one-on-one relationship between the learner and the objective material being learned.

The conventional strategy of instruction which is sometimes referred to as "one-way communication" method of instruction is widely used in schools (Ubah, 2011). When this strategy is used, the teacher does most of the talking and the students more often assume a passive role. To a large extent the students might be afraid to ask questions and express their opinions. The situation is in contrast with modern teaching which requires less talk on the part of the teachers and active engagement of the student to promote freedom and independency. The conventional teaching strategy has been criticised as faulty. Despite the criticisms, business studies teachers still persist in the use of conventional strategy and some other teacher centred strategies in class. Obidile (2016) however advised them to place emphasis on the use of teaching strategies that would enhance in-depth learning, arouse student's interest, encourage their participation and fully engage their critical mind, enable the learners to reason, discover fact and develop self confidence, satisfy students' tendency to manipulate materials and curiosity to discover knowledge themselves. This calls for a shift from teacher centred strategies and the need for teachers to acquire student centred teaching strategies and techniques.

A shift from the use of teacher-centred strategies of instruction may be of tremendous help to enhance students' academic achievement and as well ease teaching and learning process. Stakeholders in education today are laying emphasis on changing students' attention from being passive receivers of information to active manipulators and users of concrete materials during instruction to discover knowledge. This means that the students are involved actively in the learning process themselves rather than being viewed as having knowledge holes. Igboko and Ibeneme (2016) opined that teaching strategies that are student-centred such as cooperative strategies or programmed instruction should be adopted in teaching vocational subjects like business studies to achieve higher academic achievement. Student centred strategies as regards this study are Peer-Tutoring.

Peer-tutoring teaching strategy is a flexible, peer-mediated strategy that involved students serving as academic tutors and tutees. Usually, a higher performing student is paired with a lower performing student or students to review critical academic or behaviour concepts. Peer-tutoring allow students to receive individual assistance; moreover students have increased opportunities to interact in smaller groups. This means that peer-tutoring increases self-confidence and self-efficacy. Peer-tutoring is a teaching strategy that involves uses of students as tutors and tutees. It can be described as an instructional strategy that uses learners to provide academic assistance to struggling peers. Paul, Lisa and Venesa (2016) defined peer-tutoring as a teaching strategy that ally students to assist one another to learn a material, practice skills or learn a new task. Peer-tutoring, according to Spinath (2012) usually results in attainment of high academic achievements of students involved and as well enhance emotional and social gains. Through a structured program that is supervised, planned and monitored by a teacher, peer-tutoring can help readers receive personalised instruction. In peer-tutoring class, each student gets extra consideration from the tutor and better opportunity to speak while others listen. This allows the students to be actively involved in exploring and constructing their own knowledge. Spinath (2012) identified some of the benefits of adopting peer-tutoring in the class to be increase in literacy scores, developed reasoning and critical thinking skills, improved confidence and interpersonal skills, increased comfort and openness among others. Peer-tutoring could be reciprocal, class wide or cross age. Obium (2008) in Olawoyin (2014) recommended that the principles of peer-tutoring/counselling should be applied in schools since research evidence has shown that peer interaction impacts significantly on behaviour pattern and attitude of students. Omiko (2017) confirmed the effectiveness of peer-tutoring for strong evidence of promoting academic achievement and performance over conventional strategies. Similarly, Okoro in a study experimented the effect of peer-tutoring teaching strategies on academic achievement of vocational students in secondary schools and came to the conclusion that peer-tutoring is one of the most effective methods of teaching business studies in secondary schools.

Inability of the current educational system in achieving the aims and objective of business studies in secondary schools as reflected in persistent poor achievement of students in both internal and external examinations has been hinged on teachers teaching strategies Oyo state.

To engender better student academic achievement in school subjects, the commonly adopted methods by junior secondary school teachers' include conventional, tutorial, assignment and demonstration, yet these do not seem to be yielding the expected results as evident in continuous underperformance and unabated poor academic achievement in junior secondary school examinations in Oyo State (Omotayo, 2014). Despite teachers use of different strategies and provision of amenities by government to improve academic achievement in secondary schools, it has been observed by Adepoju and Oluchukwu (2012), Olawoyin (2014) and Ajuba (2011) that all is not well with the state of education in Oyo state as evident in continuous poor academic achievement recorded in public examinations in recent years. The poor academic achievement of students in business studies in Oyo state has been recurring year in year out

(Oyo state government, 2010). The persistent poor academic achievement continues to militate against the objective for which business studies was introduced into the junior secondary curriculum. Oyewole (2017), Rabi (2017), Olorode and Jimoh (2018) collaborated this assertion and submitted that stakeholders are worried that Oyo State is the least performing of the South West states emerging 26th in 2015, 29th in 2016, 31st in 2017 and 29th in 2018 in West African Examination Council result ranking. George (2016) also reported that 74,699 out of 132,629 students repeat in public junior secondary schools as a result of students' inability to meet promotion criteria. The import of all these is that Oyo State known as pacesetter state that has held premier position in the field of education is now taking the back seat. This has created a lot of worries and criticism among stakeholders in education in the state. Many factors might have been suggested as causes of this dwindling and underperformance but Okoro (2018), Rabi, (2017), Eze, Ezenwafor and Molokwu (2015) argued that among all other factors, teachers strategy of instruction has been viewed as the most singular variable with direct impact on students academic achievement in secondary schools. Okpala (2003) in Awolabi (2013) pointed out that the conventional, assignment and demonstration teaching strategies widely adopted for teaching vocational subjects are more teacher-centred than learner-centred and pays little or no attention to learning process thereby dwarfing student's creative thinking which is necessary for high academic achievement and self-reliance. This may be the reason for failure or dwindling academic achievement in vocational subjects and especially business studies among Junior Secondary School students.

The educational system therefore, is now under pressure to adequately respond to the continuous dwindling and unabated poor academic achievement in Oyo State secondary schools by exploring instructional strategies capable of stimulating independence, freedom and develop critical thinking of learners. Consequently, this may also suggest the need for business studies teachers to adjust to current development in technology and adopt a more student centred method of teaching which has the potential of efficiently meeting learning needs of business studies students. Moreover, it is critical that this study is undertaken to ensure that poor academic achievements in education generally and in business studies particularly are stemmed. To the best knowledge of the researcher, no study had been conducted on the interaction effect of peer-tutoring teaching strategies on the academic achievement of business studies students in Oyo State. Therefore, the problem of the study is to determine the effects of peer-tutoring teaching strategy on the academic achievement of business studies students in Oyo State.

Purpose of the Study

The main purpose of the study is to examine the effects of peer-tutoring teaching strategy on the academic achievement of business studies students in Oyo State, Nigeria. Specifically, the study sought to:

1. determine the effect of peer-tutoring teaching strategy on the academic achievement of business studies students in Oyo State
2. examine the effect of gender (male and female) on academic achievement of business studies students taught using peer tutoring strategy in Oyo State

Research Questions

The study addressed the following research questions:

1. What is the effect of peer-tutoring teaching strategy on business studies students' academic achievement in Oyo State?
2. What is the effect of gender (male and female) on the academic achievement of students' taught business studies with peer-tutoring teaching strategy?

Hypotheses

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

H₀₁: There is no significant treatment effect of peer-tutoring teaching strategy on the academic achievement of business studies students in secondary schools

H₀₂: Gender has no significant effect on business studies academic achievement of students' taught with peer-tutoring strategy in secondary schools.

Methods

The study adopted quasi-experimental research design because it is not possible to use full experimental design as the random selection of the participants was impossible. Pre-test Post-test non-equivalent control group was used for this study because it approaches the internal validity of true experimental designs while optimising external and other means to compare groups. This is in line with Hu (2017) who stated that quasi-experimental design can be used when it is impossible to randomly sample the subjects and assign them to treatment and control groups. Therefore, in this study, intact classes were used to assign subjects into peer-tutoring and conventional teaching strategy classes. This is because it is not possible for the researcher to randomly sample the students and assign them to the groups. The study adopted a factorial research of 2 x 2 to test null hypotheses for the study. The first two factorial levels is the one experimental group (peer- tutoring) and one control group (conventional teaching strategy). The second factorial level is gender occurring in either male (M) or female (F). In this study, only the experimental group received treatment while the control group did not. All the groups (experimental and control group) received pre-test and post-test before and after the lesson.

The population of the study comprised all junior secondary school students in 602 public secondary schools in Oyo State during 2018/2019 academic session totalling 227,659 (FME,2017) out of which 145 students were purposively used as sample. Two co-educational public junior secondary schools were selected because the study is quasi experimental by design. Random technique was used to assign the junior secondary school to treatment and control groups. Hence, through the technique adopted the schools were assigned to experimental and control groups as follows: E₁ (Experimental group, peer-tutoring strategy); and C (Control group, conventional strategy). A total number of 59 students were assigned to experimental group and 56 to control group. The breakdown of the sample size for the study is as shown in Table 1.

Table 1: Sample size of the study

| | Name of school | Senatorial Zones | Group Method | Male | Female | Total |
|----|---------------------------------|------------------|-----------------|------|--------|-------|
| 1. | Olivet Baptist High School, Oyo | Oyo Central | E peer tutoring | 29 | 30 | 59 |
| 2. | Ansar Udeen High school, Iseyin | Oyo South | C Conventional | 27 | 29 | 56 |
| | | | | | | 145 |

The instrument for data collection was Business Studies Achievement Test (BSAT) designed by the researcher. The instrument was made up 40 multiple choice objective test questions containing options A, B, C and D. Multiple choice was preferred so as to cover lots of content areas of the subject. Each correct answer supplied attracted one (1) mark. The instrument was reshuffled and used for both pre-test and post-test lasting for one hour each. The range of scores obtainable is 0-40. Table of specification for the test is as shown in Table 2.

Table 2: Specification table for Business Studies Achievement Test (BSAT)

| CONTENT | KNOWLEDGE 40% | COMPREHENSIVE 30% | APPLICATION 30% | TOTAL |
|---------------|------------------|----------------------|--------------------|-----------|
| Topic A (25%) | 4 | 3 | 3 | 10 |
| Topic B (25%) | 4 | 3 | 3 | 10 |
| Topic C (15%) | 2 | 2 | 2 | 06 |
| Topic D (20%) | 4 | 2 | 2 | 08 |
| Topic E (15%) | 2 | 2 | 2 | 06 |
| Total | 16 | 12 | 12 | 40 |

The instrument was subjected to face and content validation. The topic of the study, statement of the problem, the purpose of the study, research questions, research hypotheses, draft copies of the BSAT and lesson plans of the study were given to three experts in Department of Business and Entrepreneurship Education, Kwara State University, Malete. These experts were requested to scrutinize the items for relevance, clarity, content coverage or appropriateness of the instrument in addressing the purpose of the study. After going through these instruments, the experts' suggestions and corrections were incorporated by the researchers into the final draft of the instrument. Drafts of confirmation letters of face and content validation given by experts are attached as appendix X.

The reliability of the instrument was determined by statistically analyzing the data collected from the pilot study using Kuder Richardson (KR20). The instrument was administered on 50 JSS3 students in Atan Commercial High School, Atan Ota, Ogun State, which was outside the study area. The researcher first administered the instrument on the pilot group and after an interval of two weeks the same instrument was re-administered and two sets of scores were obtained. Reliability coefficient was calculated for the instrument and 0.77 reliability coefficient was obtained which made the instrument to be considered reliable and stable based on Nigerian Educational Research Association's (NERA, 2012) cited in Obidile (2016) recommendation that reliability estimate of 0.6 and above is high and the instrument for which it is calculated reliable and stable.

The study was conducted during the regular school lessons. The researcher collected a letter of introduction from the Head, Department of Business and Entrepreneurship Education, Kwara State University, Malete. This letter was presented to the Principals of each school where the study was conducted. The researcher was led to the class where the researcher was introduced to the students. This was done to create rapport between the researcher and the students. The researcher administered pre test to all groups. Later, in experimental group, the relevant instructional materials plus peer tutoring was applied during and at the end of the lesson. At the end of learning period, post test was conducted to experimental and control groups. Lessons for the experimental and control groups lasted for a period of five weeks after which a post-test achievement test was conducted for all groups.

The demographic variable was analysed using percentage while the research questions were answered using mean. The formulated hypotheses were tested using One way Analysis of Co-variance (ANCOVA). All the hypotheses were tested at 0.05 level of significance. One way analysis of covariance was considered appropriate because it has better power, improved ability to detect and estimate interactions to deal with measurement error in covariates. For the mean, any method with higher mean score is adjudged to be better than the other. In the test of hypotheses, where the observed significant level is greater than the fixed alpha level of 0.05, the null hypothesis was not rejected. However, when the observed significant level is less than or equal to the fixed alpha level, the null hypotheses was rejected.

Results

Analysis of Demographic Data

The demographic data were analysed in Table 3

Table 3: Percentage Distribution of students by gender

| Gender | Frequency (number of students) | Percentage % |
|--------|--------------------------------|--------------|
| Male | 62 | 42.76 |
| Female | 83 | 57.24 |
| Total | 145 | 100.00 |

Source: Field work, 2019

Table 3 reveals that out of the total number of 221 students used, 106 were male representing 42.76% while 83 were female representing 57.24%. This implies that female has the highest percentage of the respondent indicating that females are participating more in the learning of vocational subjects and especially business studies in the study area

Analysis of Data to Answer Research Questions.

Research Question 1: What is the effect of peer-tutoring teaching strategy on business studies students' academic achievement in Oyo State?

Table 4: Mean achievement scores of students taught business studies using peer-tutoring teaching strategy and those taught with conventional teaching strategy

| Groups | N | Pre-test (x) | Post-test (x) | Mean difference |
|-----------------|----|--------------|---------------|-----------------|
| Experimental | 59 | 14.78 | 28.22 | 13.44 |
| Control | 56 | 14.64 | 16.20 | 1.56 |
| Mean difference | | 0.14 | 12.02 | 11.88 |

Table 4 shows experimental and control group pre test mean of 14.78 and 14.64 for experimental and control group respectively, revealing a pre-test mean difference of 0.14. This implies little or no difference in their pre-test mean scores but after the treatment the experimental and control groups has a post-test mean achievement scores of 28.22 and 16.20 respectively. The post test mean difference of 12.02 shows that the students in the experimental group had higher mean achievement scores after treatment than those in the control group, hence peer tutoring teaching strategy has clear effect on business studies students academic achievement.

Research Question 2: What is the effect of gender (male and female) on the academic achievement of students taught business studies with peer tutoring, guided discovery and programmed instruction teaching strategies?

Table 5: Mean scores of male and female students taught business studies using Peer-tutoring teaching strategies

| Groups | N | Pre-test X ₁ | Post-test X ₂ | Mean difference Md |
|---------------|----|----------------------------|-----------------------------|-----------------------|
| Peer-tutoring | | | | |
| Male | 29 | 14.35 | 26.23 | 11.88 |
| Female | 30 | 14.05 | 29.11 | 15.06 |
| Difference | | .30 | 2.88 | 3.18 |

Table 5 shows that mean achievement scores of both male and female increased but the mean difference across gender in each group favours male gender in peer tutoring strategy. The mean difference in peer-tutoring of 15.06 favours female gender and shows a slight difference in academic achievement between male and female students. But in all, there is no significant effect of gender on academic achievement of business studies students. This shows that both male and female performed relatively equal irrespective of the treatment applied.

Test of Hypotheses

Hypothesis 1: There is no significant treatment effect of peer-tutoring teaching strategy on the academic achievement of business studies students in secondary schools.

Shapiro Wilk and Levenes tests were run and the result gave significant values of 0.23 and 0.13 respectively. This therefore, indicated that the assumptions of normality and homogeneity of variances were met. Since the values were greater than 0.05(p>0.05), ANCOVA can be used to analyse the data for Ho₁.

Table 6: ANCOVA summary on effect of peer-tutoring teaching business studies students' achievement scores.

| Source | Type III sum of squares | Df | Mean square | F | Sig. | Partial eta squared |
|-----------------|-------------------------|----|-------------|--------|------|---------------------|
| Corrected model | 7109.293 | 2 | 473.953 | 62.691 | .000 | .821 |
| Intercept | 3177.617 | 1 | 3177.617 | 420.31 | .000 | .672 |
| TREATMENT | 735.065 | 1 | 245.022 | 32.410 | .000 | .322 |
| PRETEST | 974.842 | 1 | 974.842 | 128.94 | .000 | .386 |
| Error | 1549.820 | 56 | 7.560 | 6 | | |
| Total | 146085.000 | 59 | | | | |
| Corrected Total | 8659.113 | 57 | | | | |

a.R Squared = .507 (Adjusted R Squared = .497)

Table 6 shows that there is a significant main effect of peer-tutoring ($f_{(1,56)} = 32.41, p < 0.05, n^2 = 0.322$). This implies that treatment has significant effect on business studies students' academic achievement scores with an effect size of 32.22%. Thus, the stated hypothesis was rejected. In the light of the rejection, it could be said that effect of peer-tutoring teaching strategy on students' academic achievement was significantly better than students in the control group.



Hypothesis 2: Gender has no significant effect on business studies achievement of students taught with peer-tutoring, guided-discovery and programmed instruction strategies in secondary schools.

Shapiro Wilk and Levenes tests were run and the result gave significant values of 0.27 and 0.19 respectively. This therefore, suggested that the assumptions of normality and homogeneity of variances were met. Since the values were greater than 0.05($p > 0.05$), ANOVA can be used to analyse the data for H_{02} .

Table 7: ANCOVA summary of gender effect on business studies achievement of students taught with peer-tutoring, guided-discovery and programmed instruction strategies.

| Source | Type III sum of squares | Df | Mean square | F | Sig. | Partial eta squared |
|----------------------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected model | 7109.293 | 15 | 473.953 | 62.691 | .000 | .821 |
| Intercept | 3177.617 | 1 | 3177.617 | 420.314 | .000 | .672 |
| TREATMENT | 735.065 | 2 | 245.022 | 32.410 | .000 | .322 |
| GENDER | 10.972 | 1 | 10.972 | 1.451 | .230 | .007 |
| PRETEST | 974.842 | 1 | 974.842 | 128.946 | .000 | .386 |
| TREATMENT* GENDER | 28.834 | 2 | 9.611 | 1.271 | .285 | .018 |
| TREATMENT* PRETEST | 138.713 | 2 | 46.234 | 6.116 | .001 | .082 |
| GENDER*PRETEST | 16.772 | 1 | 16.772 | 2.218 | .138 | .011 |
| TREATMENT* GENDER* PRETEST | 44.605 | 2 | 14.868 | 1.967 | .120 | .028 |
| Error | 1549.820 | 205 | 7.560 | | | |
| Total | 146085.000 | 145 | | | | |
| Corrected Total | 8659.113 | 144 | | | | |

a.R Squared = .821 (Adjusted R Squared = .808)

Table 7 shows that Gender has no significant effect on business studies achievements of students taught with peer-tutoring, teaching strategies in secondary schools ($f_{(3, 205)} = 1.090$, $p < 0.05$, $n^2 = 0.007$). This implies that effect of gender on business studies achievements of students taught with peer-tutoring teaching strategy in secondary schools was not significant. Therefore, the hypothesis was not rejected.

Discussion of Findings

The study in research question one sought to determine the effect of peer-tutoring teaching strategy on business studies students' academic achievement in secondary schools and it was revealed that business studies students taught using peer-tutoring teaching strategy achieved higher in their achievement score than those taught with conventional teaching strategy. The null hypothesis one was also rejected indicating that there is a significant treatment effect of peer-tutoring on students' academic achievement in business studies. This result is in line with Omikos (2017) assertion that peer tutoring is noted for strong evidence of promoting and improving academic achievement of pupils. This implies that effective implementation of peer tutoring teaching strategies by business studies teacher will improve business study students' performance in Oyo State Secondary school. The findings of the study also agreed with those of

Akinbolola and Afolabi (2010), Ife (2011) and Anupam (2014) that peer tutoring teaching strategy yielded significant improvement in academic achievement when compared with students taught using conventional teaching strategy. This is due to the experience that the strategy can provide which students with team spirit for academic excellences can acquire. The findings also agreed with the findings of Olawoyin (2014), who reported that reciprocal peer-tutoring is effective for promoting the development of low-level skills and develop higher order skills. As a matter of fact, this study agreed with many other researchers such as Pilato and Urachin (2014), Pappas (2014), Maida (2012), and Okoro (2018) that peer-tutoring teaching strategy is a key factor to enhance student academic achievement and solution to the existing dwindling and low achievement score in Oyo state secondary schools.

The result of research question two also revealed that there is no significant gender effect on business studies academic achievement of students taught with peer-tutoring in secondary schools. This implies that the strategy is effective, have the capabilities of enhancing students' academic achievement in business studies irrespective of gender. The null hypothesis two was not rejected implying that there is no significant difference between the academic achievement score of male and female business studies students taught with peer-tutoring strategy. This study disagreed with the findings of Maida (2012) that boys and girls in the early ages perform equally in all subjects but as they grow up to secondary age or higher classes boys usually perform higher and take more interest in science and social science. Some other studies like Eze (2013) and Okon (2016) had also reported that girls showed slight superiority in computation in elementary and middle school where differences favouring males emerged in high school and college. This study is in line with Rabiou (2017) that irrespective of the methods used in junior secondary schools, there is no significant gender effect in the academic achievement of students in secondary schools. This study also agreed with Mamman (2016) findings that there is no significant difference between the academic performance of male and female students taught corporate accounting using cooperative and problem based teaching methods. The import of these findings is that the strategy is capable of enhancing students' achievement in business studies irrespective of gender hence, its application by business studies teachers in Oyo State will promote independence and critical thinking necessary to stimulate higher academic achievement in vocational subjects and business studies in particular.

Conclusion

The findings of the study showed that peer-tutoring teaching strategy had significant positive effect on students' academic achievement in business studies. It was however concluded that irrespective of the students' gender, the challenge of preparing business studies students for better academic achievement, could be met by teachers' application of students centred strategies like peer-tutoring strategy in secondary schools.

Recommendations

Based on the findings the following recommendations were made:

1. Oyo state government should encourage the use of peer-tutoring strategy in teaching business studies and other vocational subjects in secondary schools.
2. Stakeholder in business education like ministries of education, state management boards, post primary school service commission, education commissions, school principals and teachers should organise seminar, workshops, symposium and conferences for teachers to learn the best use of peer-tutoring in teaching vocational subjects and especially business studies.

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MICROSOFT ACCESS AND PUBLISHER APPLICATION COMPETENCIES OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS FOR SELF-RELIANCE IN POLYTECHNICS

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Abstract

This paper focused on Microsoft access and Microsoft publisher application competencies of Office Technology and Management students for Self-reliance in Polytechnics. The paper enumerated economic opportunities available to students competent in the Microsoft access and Microsoft publisher application. These competencies include establishment of business centre, establishment of computer training centre, and opportunities in data processing amongst others. Furthermore, the paper looked at the diverse challenges impeding OTM programmes from achieving its objectives amongst these include poor funding, large class size, and epileptic power supply. The paper outlined the way forward in surmounting the identified challenges. In view of the aforementioned, the paper recommended among others that, government should provide adequate funds for Polytechnics to enable them procure ICT facilities for students to practice effectively to become proficient in these office applications and that OTM Department should admit students based on the available facilities.

(keywords: Microsoft Access, Microsoft Publisher, competencies Self-reliance)

Introduction

The high level of graduate unemployment has been a source of major concern all over the world. In Nigeria, the unemployment rate is said to be growing in geometric progression (Nwankwo & Ifejiolor, 2014). Stakeholders have often questioned whether educational institutions are effectively meeting the needs of the society. Office Technology and Management (OTM) programme which was considered a lucrative programme of study is not left out of the menace (Ejeka, Ebenezer-Nwokeji & Adaku, 2017; Ogungboye, 2019).

The goal of tertiary education is to contribute to national development through high level relevant manpower training as well as to enable its recipients acquire both physical and intellectual skills, competencies and knowledge which will enable individuals to be self-reliant and useful members of the society. The National Policy on Education (FRN, 2012) makes clear the need for functional, relevant and practical oriented education for the acquisition of appropriate skills and development of competencies as equipment for the individual to contribute to the development of his/her society.

Microsoft Access which is a subset of Microsoft office applications is a form of database management system (DBMS) designed by Microsoft Corporation to facilitate data independence, shareability, consistency and non-redundancy. Ayatalumo (2004) defines a database as a collection of data items stored with a minimum of duplication so as to provide a consistent and controlled pool of operational data. Database management systems enhance our data gathering and information processing tasks. The use of Microsoft Access enables one to easily store and access data from storage media for use when required in an organization for prompt decision making.

Similarly, the Microsoft Publisher is also one of the Microsoft office application included in the Office Technology and Management curriculum. It is a desktop publication which is an introductory application for creating and publishing marketing materials. Ndinechi and Ementa (2013) note that desktop publisher entails an application software that allows for the combination of text and graphics aimed at producing typeset quality documents such as: newsletters, flyers, brochures, magazines and so on.

According to Agbongiasede (2014) competencies in these aforementioned applications are necessary for OTM students who wish to be self-reliant by way of setting up a private business through entrepreneurship venture. He added that with these applications, at graduation, OTM students can open a business centre where competencies acquired in these courses can be put to good use to earn a living without searching for the elusive white collar jobs. Thus, for an OTM graduate to be self-reliant after successfully completing the programme, it is vital for the individual to be competent in Microsoft office skills (Microsoft access and Microsoft publisher inclusive) which forms the basis for computer appreciation.

Virtually every field of education in recent times is tailored towards equipping students with the knowledge, abilities and entrepreneurship skills that will make them self-reliant. Office Technology and Management Programme has a formidable content that will equip an individual with appropriate skills, knowledge, abilities and competencies that will enable him/her become self-employed and self-reliant (Etonyeaku, 2009).

Self-reliance could be seen as the ability to be economically independent such that one relies on oneself and one's own capability to meet personal needs. Ibrahim, Adamu and Ibrahim (2018) consider self-reliance as synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. They further highlight that self-reliance is the personal initiative in the ability and effort to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate surroundings in order to uplift one's or a people's quality of life, standard and condition of existence.

In Polytechnics, Office Technology and Management (OTM) programme was reviewed by the National Board for Technical Education (NBTE) in collaboration with United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2004 to replace the Secretarial Studies programme which was a part of Vocational and Technical Education (VTE). It was indeed a critical content overhaul of the then existing curriculum. The programme developed following the review became known as Office Technology and Management (OTM). Its purpose was clear; to guarantee employability and promote self-reliance of its graduates in the face of adverse economic situation in the country. In a nutshell, the objectives of Office Technology and Management programme is to provide the technical knowledge and vocational skills for commercial and economic development; give training and impart the necessary skills to every individual who wants to be employable and self-reliant economically (NBTE, 2004).

It has been close to two decades since Microsoft office applications had been incorporated into the Office Technology and Management curriculum in an attempt to ensure that students of the programme acquired the requisite skills needed to function effectively and efficiently in contemporary business environment. However, it appears that, only minimal impact has been felt in this regard as graduates of the programme reportedly flock the labour market seeking employment while the few employed have had to be retrained by their employers to use these office applications effectively. (Hennemann & Liefner, 2010; Rasul & Mansor, 2013; Adelakin 2009),

It is crucial to bear in mind that Office Technology and Management, like any other technology based programme thrives on relevance and usefulness. What is important is the extent to which the training provided assists students to enter and succeed in the business world.

The programme of training should therefore involve adequate acquisition and development of marketable skills that are relevant to the evolving business place. To this end, Office Technology and Management programme have a responsibility to help their students develop these skills and competencies required to be saleable. The adequacy and worth of the programme of study is measured not only in terms of how far it can assist the students to secure employment but also to become self-reliant. If the objective of self-reliance is not achieved, then the programme of study is not worth all the investments.

Microsoft Access application competency is evident in students' ability to create a database, set field properties, modify table structure, create database tables, create a database using wizard, open database tables in datasheet view, change/illustrate table structure, specify data types, enter date and time, switch between design view and datasheet view amongst others (NBTE, 2004).

On the other hand, competency in Microsoft Publisher is reflected in students' ability to set page size, ability to set page margins, ability to create text areas, ability to text frames, ability to column widths, ability to create column spacing, ability to use various font styles, ability to use various font sizes, ability to import text files, ability to import images, ability to design publication. ability to design brochure, ability to design pamphlet, ability to use lines, ability to use border features, ability to save publication, ability to save master pages, and ability to print composite among others (NBTE, 2004).

To this end, the OTM Programme has a responsibility to help students develop these skills and competencies required to be saleable. There abound several business opportunities available to OTM graduates competent in Microsoft access and Microsoft publisher application skills. Some of these opportunities include: starting up business centres. Even where an individual cannot afford to rent a space, with a computer and a printer, a serious minded graduate could move around business areas to collect typing jobs then return home to work on them and deliver. OTM graduates can maximize this economic opportunity while curbing unemployment and at the same time contributing to the nation's economic development (Ugwanyi, 2011; Akwa, Nimfel & Nguwap, 2018).

Similarly, establishment of computer training centres is also an economic opportunity available to graduates competent in MS Access and Publisher as the training acquired through OTM Programme offers the recipient opportunity in establishing computer training centres. In addition to these are opportunities in data processing, Microsoft access application skill offers OTM graduates knowledge of data entry, processing and analyzing services through the use of computer applications. Competencies in these skills therefore create self-employment opportunities in offering data processing services to companies and the public.

More so, there abound opportunities in IT consultancy whereby through Microsoft office application, graduates are equipped with competencies which can enable them establish and manage consultancy companies to assist growing firms to establish electronic office and records management procedures. Also, there exist opportunities in desktop publishing as graduates of the Programme could establish and run desktop publishing centres where the production of items such as: invitation cards, headed papers, business cards, brochures etc. can be produced for individuals, governments, corporate organization, etc.(Ezeahurkwe and Ameh 2017; Habila, 2013).

Sadly, Anyaeneh and Nzegwu (2015) observe that office technology and management Programme in the polytechnic is faced with diverse problems in a bid to effectively achieve its aims and objectives. Among these problems are inadequate funding, this has always been a major issue in office technology and management Programme. The quantity and quality of equipment and machines needed for effective implementation of the Programme is affected by inadequate funding (Fadare, 2014; Akarahu, 2010). In addition to this is the issue of large class

size. Laboratories and classes in many public polytechnics in Nigeria are overcrowded with too many students. This makes it impossible for teachers to give students individual attention needed in teaching and learning process. The high student- teacher ratio affects quality delivery of practical courses like Microsoft office applications (Agboola, 2015).

More so, epileptic power supply has remained a big issue in OTM programme as electricity is required to power computers. Unfortunately it is hardly available and where it is, it is epileptic in nature thus, only the theoretical aspect is taught leaving out the practical aspect, a situation that leaves students half baked (Nwaokolo, 2014). Inadequate ICT competent educators is another problem bedeviling OTM programme in Nigeria. No one can impart what he does not possess. In like manner, Onyesom and Ashibgwu (2018) asserted that no matter how properly designed an educational programme is, it cannot succeed without an adequate crop of teachers. The objective of OTM programme for employability and self- reliance cannot be achieved in the face of gross inadequate competent educators, as lack of skill in ICT office application have limited the effective impartation of Microsoft office competencies (Folorunso and Taiwo 2018).

Way Forward in Surmounting the Identified Problems

In view of the diverse problems facing OTM in a bid to effectively achieve its aims and objectives, the following were proffered as the way forward:

1. **Adequate funding:** deliberate steps should be taken by respective government agencies involved. OTM programmes should be given legislative backup, introducing achievable policy and incentives, building solid leadership and management capacity, and also introduce sustainable financing scheme to improve the programmes. Alternatively, institutions should consider approaching TETFund to assist in equipping the laboratories
2. **Employment of technical staff:** Employment of well-trained technical staff to operate the ICT equipment. Deliberate steps should be taken by institutions to maintain, safeguard, as well as secure the equipment from hoodlums (Osuala, 2004).
3. **Training and retraining of instructors and lecturers:** Training and retraining of instructors and lecturers to up their ICT skills. This can be achieved by institutions organizing periodic workshops, training and regular retraining for OTM educators to achieve adequate competency in Microsoft access and Microsoft publisher application skills in order to impart it effectively on the students
4. **Provision of alternative power supply:** in view of the prevailing epileptic power supply in the country, there is need for institutions running OTM programmes to provide alternative source of power supply so that teaching and learning could go on without disruption.
5. **Admission of students should be based on available facilities:** Admission of students into the programme should be based on what the available facilities can accommodate effectively.

Conclusion

Office Technology and Management programmes have been design to adequately address the issue of unemployment. However, there still seem to be quite a number of challenges bedeviling the programme this is an obvious pointer to the reason why the level of unemployment among her graduate is still very low. It is therefore necessary that something urgent should be done to ensure that all the prevailing problems; as poor funding, large class size and epileptic power supply amongst others are addressed. By so doing, students can obtain adequate Microsoft office application competencies as stipulated in the NBTE curriculum so as to ensure self-reliance.

Recommendations

Based on the aforementioned, the following recommendations were made:

1. Government should make adequate funds available to the polytechnic to enable them procure ICT facilities to enable students' practice adequately and be acquainted with Microsoft office application.
2. Periodic workshops, training and regular retraining should be organized for OTM educators for adequate acquisition of Microsoft office application skills in order to impart it effectively on the students.
3. Institutions should consider approaching TETFund to assist in equipping the laboratories for effective teaching and learning.
4. OTM departments should admit students into the programme based on the what the available facilities can accommodate effectively.

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ENTREPRENEURSHIP EDUCATION: A VEHICLE FOR EMPLOYMENT AND EMPLOYMENT GENERATION

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Abstract

This paper addresses entrepreneurship education a vehicle for employment and employment generation in Nigeria. Low level of economic activities of a nation leads to low level of job creation. Sourcing an alternative way of improving economic activities and human resources development will improve the level of employment generation in the country. In Nigeria, economic activities are strangulated which leads to low employment opportunities. There is the need therefore, to find alternative means of improving economic activities for human resources development and employment generation. The state of the economy does not favour or guarantee job creation and reduction of unemployment, especially in a situation where the country's economy is based on government budgetary allocations. The paper explains the concept of entrepreneurship, entrepreneurship education, benefits and the objectives of entrepreneurship education. It also lays emphasis how entrepreneurship education could help in employment generation in Nigeria. The paper recommends that Government should adopt a policy that will allow graduates of entrepreneurship education programme to have access to soft loans from financial institutions with little or no interest at all, so that they can establish their business enterprises with ease.

Introduction

Education is an essential tool for national development. The reason is that it reveals the economic potentials of the people, inspires and equips individuals in the society to participate in and benefit from their national economy. Entrepreneurship procreates growth because it serves as a medium for innovation, change, and a conduit for knowledge spillovers. The early 1980's heralds the need for entrepreneurship development in Nigeria. Prior to this period, unemployment and poverty were not a serious national concern as it is today. Ojeifo (2013) opines that political instability and inconsistencies in the social-economic policies of successive government led to the emergence of unprecedented high rate of unemployment in Nigeria. Government efforts toward salvaging the situation gave birth to entrepreneurship education policies which directed the addition of entrepreneurship education in the syllabus of all higher institutions of learning with a magnificent idea to ensure that graduates cease to be job seekers but job and wealth creators (Anyadike, Emeh and Ukah, 2012).

Thus, in a regime of increased globalization, the comparative advantages of modern economies are shifting towards knowledge based economic activities. Not only does entrepreneurship plays an important role here, it is recommended for economic growth (Onyebuchi, Anidiobu & Ezinwa 2016). Entrepreneurship education involves the willingness of

persons to persistently pursue opportunities to create wealth. This is done through innovative creation of products or services that will meet customers' needs, using scarce resources judiciously in a way that results in the growth of enterprises which satisfy the expectations of stakeholders. Gibson (2001) views entrepreneurship as the process of using one's private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with great potential. Owenvbiugie and Iyamu (2011) defines entrepreneurship education as the kind of education given to individuals with a view to developing entrepreneurship qualities properly followed up with support services for smooth take off and successful running of businesses. In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education provides student (especially those in tertiary institutions) with the skill, knowledge and motivation to encourage entrepreneurial studies in a variety of settings. From these assertions, it is understood that a well implemented entrepreneurship education programme will climax in economic empowerment and development. In addition, Akpomi, Adejimola and Olufunmilayo (2009) opined that the reason for entrepreneurship education is to build in the individual's entrepreneurship spirit and culture.

The term empowerment refers to a set of measures designed to increase the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own autonomy (<http://en.m.wikipedia.org/wiki/Empowerment>). It is believed that a well-planned and implemented entrepreneurship education programme is capable of creating more employment opportunities in the country. Therefore, Education in Nigeria should lay emphasis on entrepreneurship consciousness for it to be relevant in achieving the right type of values and attitudes for the survival of the citizens. Having been successfully equipped with entrepreneurial skills through requisite education, one is ready to contribute positively in reducing unemployment by being self-employed. Employment is defined as what one do as a paying job (Abdulkarim, 2012). Therefore one can either be self-reliant or employed. Self-employment or self-reliance on the other hand refers to a situation where an individual generates, begins and takes control of business decision rather than working as an employee. In the view of Abdulkarim (2012) self-employment is the act of working for oneself. Also in the view of Nwachukwu (2012), self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business or person. When an individual is self-employed, it means one is carrying on one's own business rather than working for an employer (Citizens Information, 2014). This insinuates that self-employment is a situation whereby an individual works for himself rather than working for an employer that pays salaries or wages.

Furthermore, through the knowledge gained from entrepreneurship education one can be self-reliant, entrepreneurship education stands out to be an antidote to unemployment having worked in line with today's educational policies that highlight self-reliance, self-employment, gainful employment and also consistent with the global awareness. Hence, there is need to incorporate and fully integrate entrepreneurial education in schools to ameliorate persistent socio-economic problems of graduates unemployment. It is against this background that the study was carried to examine entrepreneurship education as a vehicle for empowerment and employment generation in Nigeria.

Concept of Entrepreneurship

Onuoha (2007) describes entrepreneurship as the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities. Consequently, Hisrich, Peters and Shepherd (2007) defines entrepreneurship as the process of creating new things with value by devoting the necessary time

and effort assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary, personal satisfaction and independence. The National Universities Commission (NUC) (2004) in its contribution to emerging definitions of entrepreneurship in Oviawe (2010) defines entrepreneurship as the art of recognizing a business opportunity, mobilizing resources and persisting to exploit that opportunity. Also in the view of Agbionu (2008), entrepreneurship involves a process aimed at creating wealth for the purpose of growth, development of the environment and eradication of unemployment for national sustainability. Oviawe (2010) also defines entrepreneurship as the ability to seek investment opportunities and establish an enterprise based on identified opportunities.

Definition of Entrepreneurs

Entrepreneurs are essentially people who own or control businesses through which income is gained. Entrepreneurs are enterprising individual who builds capital through risk and for initiative. Also Entrepreneurs are individuals who are willing to launch a new venture or enterprise and accept full responsibility for the outcomes. Hisrich, Peters and Shepherd (2007) in the middle-ages, the term “entrepreneur” were used to describe both an actor and a person who managed large production projects. Recent definitions therefore have recognized the creation of something new, assuming risks and reward. The word “entrepreneur” means to pursue opportunities, or to fulfill needs and wants through innovation or the establishment of a business (Abiola, 2012).

Characteristics of an Entrepreneur

An entrepreneur possesses a complex personality, certain personality characteristics that makes him quite different and most of these entrepreneurial traits can be further developed in an individual if they are present in him to some extent in latent form by well-structured training and development programmes. The following are important attributable characteristics of successful entrepreneurs:

6. **Self-confidence:** Confidence, independence, individuality and optimism. They tend to believe strongly in themselves and their ability to achieve goals
7. **Task-Result oriented:** Need for achievement, profit oriented, persistence, determination, hard work, drive and initiative
8. **Risk Taker:** Risk taking, likes challenges
9. **Leadership:** Leadership behaviour, get along well with others, responsive to suggestions and criticisms
10. **Originality:** Innovative, creative, flexible, resourceful, versatile and knowledgeable.
11. Future oriented foresight and perceptive (Ajani and Ayelokan, 2010).

Concept of Entrepreneurship Education

The concept of entrepreneurship education in the view of Anho (2011) is associated with various activities herein stated but not limited to the following: Innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self-confidence, dynamic thinking, versatility, knowledgeable, originality, optimum disposition, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering, energy for hard work, future looking and adjustment to challenges.

Owenvbiugie and Iyamu (2011) defines entrepreneurship education as the type of education given to individuals with a view to developing entrepreneurship qualities properly followed up with support services for smooth take off and successful running of businesses. Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education seeks to

provide students (especially those in tertiary institutions) with the skills, knowledge and motivation to encourage entrepreneurial studies in a variety of settings. From these assertions, it is obvious that a well implemented entrepreneurship education programme will climax in economic empowerment, development and reduce unemployment. Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. Olannye (2010) views entrepreneurship education as a specialized type of training given to students to acquire skills, ideas, managerial abilities and capabilities needed for self-employment rather than being an employee.

Thus, entrepreneurial education enables recipients live a meaningful and fulfilling life and contribute to national development (Gibb (2002), Agweda and Abumere, 2008). Entrepreneurship education aids the acquisition of team-building skills critical for both small-scale business and large scale business. Entrepreneurship education is useful for unemployment situation in Nigeria by creating career opportunities as identified by Okekeani cited by Akiri (2011), Anho (2013): Agriculture crop production, Barbing, Animal husbandry, Business centers, Beauty care, Coal production and sales, Clothes dyeing and tire, Driving career (cars, keke & okada), steel and Iron production, Money collection (daily/monthly ususu), Paper and pulp, Petroleum/petrochemical production, Poultry, Tobacco production, Soap and detergent production, Wood treatment, Car wash, Sewing and fashion design, Petty trading, Waste Management Technology, Information Management Technology.

Objectives of Entrepreneurship Education

The objectives of entrepreneurship education are spelt out by Osuala (2010) which clearly shows that it is concerned with the development and survival of both the individual and society. The following are the objectives;

1. To provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self-independent
2. To provide graduate with the training and support necessary to help them establish a career in small and medium size business.
3. To provide graduates with training skills that will make them meet the manpower needs of the society.
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed area.
6. To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the business centre.

From the above objectives, it is evident that this type of education if it is given all it deserves and properly implemented will produce quality graduates that will foster job creation and reduce or eliminate poverty in Nigeria. This could be actualized when the graduates are self-employed by establishing their own business enterprises. Job creation is one of the cardinal objectives of Millennium Development Goals. When ample job opportunities are created it will invariably help to reduce poverty and enhance better standard of living of individuals in Nigeria. Job creation is an act of making jobs available to the citizenry. That is creating an enabling environment for ample employment opportunities in the society. This is done by establishing cottage, small/medium scale enterprises in Nigeria.

Benefits of Entrepreneurship

In the view of Ile cited by Onyebuchi, Ezinwa and Anidiobi (2016) a person who gets entrepreneurship education right will enjoy the following as benefits:

1. Creativity: Entrepreneurship encourages creativity. Creativity denotes generation of new technology, new ideas and innovations as the translation of new ideas into a new company, new technology, and new products, or new service. The consequences of the association between entrepreneurship and environmental change are the role that entrepreneurs play in promoting innovative technologies, products and services.

2. Changes and rejuvenate market competition: Entrepreneurs stir up the waters of competition in the local and international market place. Entrepreneurs see environmental change as an opportunity and use the factors of production to produce new goods and services; they are called agents of change in a market economy. Entrepreneurship education makes people to think about the competitiveness of their business.

3. Increase in productivity: Productivity refers to the ability to produce more goods and services with less labour and other inputs. It is a measure of how well an operations system functions as an indicator of the efficiency and competitiveness of a single firm or department. One reason for the greater interest in entrepreneurship has been the growing recognition of its role in raising productivity. Higher productivity is chiefly a matter of improving production techniques and this task is the entrepreneurial function par excellence. Two elements to productivity are research and development (R&D) and investment in new plant and machinery.

How Entrepreneurship Education Could Help in Employment Generation

Entrepreneurship Education plays a vital role in the social, political and economic development of any Nation. This is possible when jobs are created for the citizenry by establishing a lot of businesses that will accommodate the unemployed youth in Nigeria. A qualified graduate of entrepreneurship education would have acquired enough skills relevant to management of small business centre (Maina 2013).

1. Creation of self-employment: An entrepreneur provides job for himself by establishing small business centre. This, according to Aiyeduso in Olorunmolu (2008) helps to reduce the problem of unemployment and other social vices in Nigeria. The entrepreneur does not only provide jobs/employment for himself alone, but provides for others too. This in turn helps the individual to increase per capital income hence improve standard living.

2. The Entrepreneur identifies the specific wants of the people and the type of goods and services that will fulfill those wants comfortably. Emeruwa (2005) asserted that the entrepreneur does not only identifies the needs of the people but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity.

3. Production of goods and services that is important to the well-being, comfort and happiness of individuals in the society at large.

4. Entrepreneurship stimulates rural, economic and industrial development. They contribute to the development of rural areas. They do this by establishing their small/medium scale enterprise in such areas by discouraging rural migration.

5. They provide ample job opportunities to the rural dwellers. They also provide goods and services, which could be found in an urban area and sometimes provide infrastructural facilities.

6. The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the welfare of the communities but also desire to make profit. This uplifts the dignity of labour.

7. Through entrepreneurship education, utilization of local resources is made possible. The graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity. The uses of local raw

materials are discarded by products of large firms as primary input in their production processes. Owualah in Olorunmolu (2008) asserted that in terms of their economic benefits small firms can be said to be greater in local resources maximizes than their large counterparts. The provision of raw materials for the big firms help them to increase their production hence employ more personnel thereby creating jobs for unemployed youth in the country.

Based on the above stated merits, there is no doubt that entrepreneurship education serves as a means of employment generation by empowering the individual in the society to be self-reliant.

Conclusion

Since early 1980's, Nigeria has a history of economic stagnation that has led to decline in white collar jobs. The inclusion of entrepreneurship courses in all disciplines will to a great extent, assist in solving this problem of high unemployment and underemployment. In this paper it was concluded that entrepreneurship education contributes to the development and growth of the economy, ensures empowerment, and generation of employment opportunities for all, production of high quality goods and services, and the provision of the much needed skills for the management of business enterprises. Entrepreneurship education if vigorously pursued is capable of catalyzing productivity, empowerment and self-employment in Nigeria.

Recommendations

1. Stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries/grants for performing students by way of encouragement.
2. Universities should commercialize their research findings instead of leaving them in the shelves.
3. Government should adopt a policy that will allow graduates of entrepreneurship education programme to have access to soft loans from financial institutions with little or no interest at all, so that they can establish their business enterprises with ease.

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PERCEIVED INFLUENCE OF SOCIAL MEDIA USAGE ON CREATIVITY AND CRITICAL THINKING SKILLS OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN SOUTHWEST NIGERIA

By

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Abstract

Business students' Skill acquisition through social media Southwest Colleges of Education, Nigeria is not encouraging as students learn more of negative things through social media which has been a thing of concern among stakeholders. In an effort to correct this problem, this study examined social media and Business students' creativity and critical thinking skills. The study adopted descriptive survey design. The consisted the population of 4602 Business students in Colleges of Education. A random sampling technique was used to obtain a sample size of 461 respondents. A self-structured questionnaire tagged: Social Media Usage on Creativity and Critical thinking Skill of Business Education Questionnaire was used for data gathering. The questionnaire was face and content validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. Cronbach Alpha method was adopted to ensure reliability of the instrument with the coefficient of 0.83 which indicated that the instrument for the study was reliable. Two research questions were raised and two hypotheses were tested at 0.05 level of significance. Mean and standard deviation were used to answer research questions, while linear regression analysis was used to test the null hypotheses of the study. The findings revealed that social media usage positively influence creativity skills Business students to a high extent and social media usage positively influences critical thinking skills business students to a high extent. Based on the findings of the study, it was recommended among others that policy to regulate the use of social media outlets for skill acquisition should be put in place by the Government and conscious efforts must be made by the curriculum planners to integrate Business Education curricula with social media. Keywords: Social media, Creativity skills, Critical thinking skills and Business Education.
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Introduction

Social media is used to connect with others for business or commercial purposes, to make new friends and reawaken old friendships (Wetzel, 2010). Social media comprise activities that involve socializing and networking online through words, pictures and videos. Social media tools have been developed in order to maintain, manage and improve social interactions between people, enable people to access and reuse or comment on contents authored by others through social network (Wetzel, 2010). There are various categories of social media sites used in

education which are also useful in Business Education programme for enhancing students' creativity and critical thinking skills. Some examples of social media according to Gupta (2014) include: Facebook, Twitter, LinkedIn, Google+, Internet Forums, Flickr, vimeo, Blogs, Wikis, and social book marking. Hence, for success in today's world, students need necessary skills, part of which are creativity and critical thinking skills.

Creativity is the ability to develop new ideas and discover new ways of looking at problems and opportunities, to enhance or enrich people's life. Ezenwafor (2005) defines creativity as the ability to combine ideas in a unique way or to make unusual association between ideas. Creative skill is a process that indicates a new thought in which an individual tries to find a new relationship and provide answers related to new ways in facing problems. For instance, social media give opportunities to reach a vast number of people and engage them in creative actions on issues. The social networking sites had caused a great infusion in the lives of adults and have in turn caused them to assume creative roles in their social lives in addition to their personal lives.

Thaiposri and Wannapiroon (2015) opined that critical thinking is the process of conceptualizing, applying, analyzing, synthesizing and evaluating information through observation, experience, feedback, reasoning and communication. Critical thinkers usually raise vital questions and problems, formulate them clearly, gather and assess relevant information, use abstract ideas, think open-mindedly, and communicate effectively with others. However, critical thinking skill is an important and necessary skill required in the workplace which helps an individual to deal with mental and spiritual questions (Hatcher & Spencer, 2005).

Business Education is a formal program in tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for national development. According to Nanassy (2011), Business Education is that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and or consumer of goods. Business Education is an academic program intended to inculcate in the students; understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students (Umoru, 2015).

According to Aliyu (2013), some of the objectives of Business Education include: the provision of specialized instructions to prepare students for career in business, developing in student's fundamental instructions to help them assume their economic roles as consumers, workers and citizens, and equipping them with background instruction to assist them in preparing for professional careers and interest for advanced study. In order to ensure the achievement of the above objectives of Business Education in this era of Information and Communication Technology, acquisition of creativity and critical thinking skills by Business Education students is imperative and can be attained through social media usage. These skills are necessary to operate new technologies that social media platforms depend on, in the real world of work and are required globally by businesses, employees, and individuals.

Social media has become a fact of life in contemporary society attracting obsessive attention of students which can be used to develop creativity and critical thinking skills. It is against this situation, that it becomes necessary for the researcher to conduct this study.

Statement of the Problem

The study focuses on influence of social media on creativity and critical thinking skill of Business Education students in tertiary institutions in Southwest, Nigeria. This became necessary as the use of social media by Business Education students has become distractive to students as they spend more time chatting with friends rather than engaging in research work (Okolocha & Okolocha, 2012).

Social media has been a major contributor to skill acquisition, as students acquire different skills and knowledge through constant use of social media. Its usage has grown from academic and business purposes to everyday companion. To the researchers' best knowledge, no recent study addressing the influence of social media on creativity and critical thinking skills among NCE students in Southwest Nigeria, has been carried out. There is therefore a gap in knowledge through the use of social media for creativity and critical thinking skills, which the study sought to bridge. Therefore, there is need to determine influence of social media usage on creativity and critical thinking skills of Business Education students in Colleges of Education in South west, Nigeria.

Purpose of the Study

The main purpose of the study was to examine the influence of social media on creativity and critical thinking skills of Business Education students in Colleges of Education in South west, Nigeria. Specifically, the study seeks to:

12. Determine the extent to which social media usage influence creativity skills of Business Education students in Colleges of Education, Southwest Nigeria,
13. Ascertain the extent to which social media usage influence critical thinking skills of Business Education students in Colleges of Education, Southwest Nigeria.

Research Questions

The following research questions guided the conduct of study:

1. To what extent does social media usage influence creativity skills acquire by Business Education students in Colleges of Education Southwest, Nigeria?
2. To what extent does social media usage influence critical thinking skills acquisition by Business Education students in Colleges of Education Southwest, Nigeria?

Hypotheses

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

- H₀₁: Social media usage has no significant influence on the creativity skills acquired by Business Education students in Colleges of Education Southwest, Nigeria.
- H₀₂: Social media usage has no significant influence on the critical thinking skills acquired by Business Education students in Colleges of Education Southwest, Nigeria.

Methodology

The study adopted descriptive survey design. A total of 4,602 Business Education Students in the twelve public Colleges of Education in Southwest, Nigeria formed the population of the study. 10% totalling 461 respondents were chosen as sample, using simple random sampling technique. A self-structured questionnaire tagged: Social Media Usage on Creativity and Critical thinking Skill of Business Education Questionnaire was used to elicit responses from the respondents. The instrument was validated by three experts in Business and Entrepreneurship Education in Kwara State University, Malete. To establish the reliability of the questionnaire, Cronbach Alpha was used which gave a coefficient of 0.83. The descriptive statistics of mean and standard deviation were used to answer the research questions and mean ratings of 2.50 and above was rated high extent while mean ratings below 2.50 was rated low extent. On the other hand, null hypotheses were tested at 0.05 level of significance using inferential statistics of linear regression analysis.

Results

Research Question 1: To what extent does social media usage influence creativity skills acquired by Business Education students in Colleges of Education in Southwest, Nigeria?

Table 1: Mean Ratings and Standard Deviation on the Extent to Which Social Media Usage Influence Creativity Skills Acquired by Business Education Students In Colleges of Education Southwest, Nigeria

| S/N | Items | \bar{X} | SD | Remark |
|-------------------------|---|-------------|-------------|--------------------|
| 1. | I have the ability to analyze and evaluate alternative points of view. | 3.28 | 0.92 | High Extent |
| 2. | I have learnt to synthesize and make connections between information and argument | 3.23 | 0.84 | High Extent |
| 3. | I have acquired the ability to create new idea easily | 3.26 | 0.89 | High Extent |
| 4. | I have learnt wide-range of idea creation techniques | 3.13 | 0.98 | High Extent |
| 5. | I have ability to demonstrate originality in idea | 3.16 | 0.92 | High Extent |
| 6. | I have ability to show inventiveness in work | 3.05 | 1.00 | High Extent |
| 7. | I have acquired skills to utilize appropriate creation tools to come up with new ideas | 3.15 | 1.02 | High Extent |
| 8. | I understand the real-world limits to adopting new ideas. | 3.16 | 0.93 | High Extent |
| 9. | I have acquired application of entrepreneurial skills to enhance workplace productivity | 3.07 | 0.95 | High Extent |
| 10. | I have ability to implement new ideas | 3.11 | 0.97 | High Extent |
| 11. | I have ability to solve different kinds of non-familiar problems in both. | 2.81 | 0.77 | High Extent |
| 12. | I have ability to think in different angle | 3.19 | 0.98 | High Extent |
| 13. | I have ability to demonstrate a keen sense of humour | 3.10 | 0.98 | High Extent |
| Weighted Average | | 3.13 | 0.93 | High Extent |

Table 1 data revealed that the respondents have acquired creativity skills with the mean ratings ranging from 2.81 to 3.28. Also, the standard deviations of all items ranged from 0.77 to 1.02. Based on the findings, Business Education students acquire creativity skills with weighted average of 3.13 and 0.93 for mean and standard deviation, indicating high extent.

Research Question 2: To what extent does social media usage influence critical thinking skills acquired by Business Education students in Colleges of Education in Southwest, Nigeria?

Table 2: Mean Ratings and Standard Deviation on the Extent to Which Social Media Usage Influence Critical Thinking Skills Acquired by Business Education Students in Colleges of Education

| S/N | Item Statements | \bar{X} | SD | Remark |
|-------------------------|--|-------------|-------------|--------------------|
| 1. | I have acquired the ability to brainstorm | 3.32 | 0.88 | High Extent |
| 2. | Ability to make accurate inferences | 2.92 | 0.94 | High Extent |
| 3. | Ability to easily figure out meaning from context | 3.10 | 0.96 | High Extent |
| 4. | Ability to generalize ideas over situation | 2.43 | 1.11 | Low Extent |
| 5. | Ability to draw relevant conclusion on issues | 2.95 | 1.04 | High Extent |
| 6. | I have acquired the skill of visualizing ideas | 2.50 | 1.12 | High Extent |
| 7. | I have ability to memorize concepts | 3.29 | 0.93 | High Extent |
| 8. | I have acquired skill of logically clarifying ideas | 3.27 | 0.91 | High Extent |
| 9. | I have ability to predict future event | 2.71 | 1.17 | High Extent |
| 10. | I have ability to define problems | 2.83 | 1.05 | High Extent |
| 11 | I have acquired the skills to logically find solutions to problems | 2.56 | 1.05 | High Extent |
| 12 | I have ability to classify ideas | 2.85 | 1.01 | High Extent |
| Weighted average | | 2.89 | 1.01 | High Extent |

Table 2 data revealed the extent to which social media usage influence critical thinking skills acquired by Business Education students in Colleges of Education, Southwest Nigeria. Based on the findings, the mean ratings ranged from 2.43 to 3.32 and standard deviation ranged from 0.88 to 1.17. In summary, Table 8 shows that respondents acquired critical thinking skills with weighted average of .89 and 1.01 for mean and standard deviation, indicating it is to a high extent.

Test of Hypotheses

H₀₁: Social media usage has no significant influence on the creativity skills acquired by Business Education students in Colleges of Education Southwest, Nigeria.

Table 3: Summary of Regression Analysis of the Influence of Social Media usage on Creativity Skills acquired by Business Education Students in Colleges of Education

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|------|----------|-------------------|--------|---------|
| 1 | 461 | 0.68 | 0.46 | 0.46 | 384.48 | 0.00 |

Dependent Variable: Creativity Skills

Table 3 summarized the regression analysis on the influence of social media usage on creativity skills acquired by Business Education students. The result showed that there is a high positive correlation between social media usage and creativity skills of Business Education students (R = 0.68); while R-squared is 0.46 which means that the independent variable (social media usage) explained 46% variations of the dependent variable (creativity skills). This is a reflection that, social media usage significantly influence creativity skills of Business Education students (F_{1,459} = 348.48, p = 0.00).

H₀₂: Social media usage has no significant influence on the critical thinking skills of Business Education students in Colleges of Education.

Table 4: Summary of Regression Analysis of the Influence of Social Media Usage on the Critical Thinking Skills of Business Education Students in Colleges of Education

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|------|----------|-------------------|--------|---------|
| 1 | 461 | 0.40 | 0.16 | 0.16 | 89.37 | 0.000 |

Dependent Variable: Critical Thinking Skills

Table 4 summarized the regression results of the influence of social media usage on the critical thinking skills of Business Education students. The result showed that there was a positive correlation between social media usage and the critical thinking skills of Business Education students ($R = 0.40$) while R-squared is 0.16 which means that the independent variable (social media usage) explained 16% variations of the dependent variable (critical thinking skills). Thus, it is a reflection that, social media usage significantly influences the critical thinking skills of Business Education students ($F_{1,459} = 89.37, p = 0.000$).

Discussion of Findings

The study examined the influence of social media usage on creativity and critical thinking skills by Business Education students in Colleges of Education, Southwest Nigeria. The result showed that social media usage positively influenced creativity skills of Business Education students in Colleges of Education, Southwest Nigeria to a high extent. The finding showed that among others, social media helps students to analyze and evaluate alternative points of view, create new ideas easily, learn to synthesize and make connections between information and argument and demonstrate originality in idea. This finding is in line with the findings of Tapscott and Williams (2008) who stated that technology and social media collectively enable students to produce creative thought, external knowledge, resources, and talents on a scale that was previously impossible. Social media give opportunities to reach a vast number of people and engage them in creative action on environmental issues.

The study found out that social media usage positively influence critical thinking skills of Business Education students in Colleges of Education, Southwest Nigeria to a high extent. This means that social media help students to brainstorm, memorize concepts, and acquire skills of logically clarifying ideas. The findings corroborate the findings of Thaiposri and Wannapiroon (2015) who stated that learning activities consisted of three main steps; pre-teaching and learning preparation, enhancement of students' critical thinking skills and learning by inquiry-based learning activities using social network.

Conclusion

Based on the findings of the study, which revealed that social media is used by Business Education students to a high extent in Colleges of Education and that social media has positive influence on creativity and critical thinking skills of Business Education students. The implication here is that, Business Education programmes in Colleges of Education will enhance graduate students with requisite skills to perform in the 21st century world of work.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government should put in place strategy that will regulate and control the utilization of media outlets.
2. Teachers should encourage students to carry out different activities on social media in order to enhance their critical thinking skills.
3. Conscious efforts must be made by the curriculum planners to integrate Business Education curricula with the social media.

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EVALUATING OFFICE TECHNOLOGY AND MANAGEMENT CURRICULUM FOR THE PROMOTION OF VERBATIM REPORTING IN HOUSES OF ASSEMBLY IN SOUTH-WEST ZONE, NIGERIA

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Abstract

The study evaluated Office Technology and Management Curriculum for the promotion of the verbatim reporting profession in South-West Houses of Assembly. The study adopted a descriptive survey research design. The study comprises of all verbatim reporters in the Houses of Assembly and all the business educators in Universities offering business education in South-West, Nigeria made up of Seventy-eight (78) verbatim reporters and fifteen (15) business educators. One self-designed questionnaire titled “Evaluating Office Technology and Management Curriculum Questionnaire (EOTMQ)” was used to obtain responses from the respondents. Two null hypotheses were formulated and tested. The data gathered for this study were statistically analyzed by using Mean and Independent t-test statistics to test the hypotheses formulated at 0.05 level of significance. The finding lucidly revealed that there was a relationship between Office Technology and Management Curriculum for the award of First degree in Office Technology and Management and Curriculum of Federal Training Centre for the award of Verbatim Reporting Certificate, thus, Office Technology and Management curriculum could be evaluated for the promotion of verbatim reporting profession in South-West Houses of Assembly. Sequel to the findings of the study, it was recommended that Nigerian University Commission or National Board for Technical Education come up with a policy for the training of verbatim reporters in Universities for a degree program in verbatim reporting so that the profession could be promoted and the dearth of verbatim reporters would be curbed. Organizing a “top-up” programme for HND in OTM and the serving verbatim reporters with verbatim reporting certificate from Federal Training Centres will also go a long way in enhancing the development of the profession.

Keywords: Verbatim reporting; Houses of Assembly; South West-Zone; Office Technology and Management Curriculum.

Introduction

Nigeria faces many educational challenges to which seeking solutions will be essential in securing the country’s long-term social and economic prosperity. Nigeria does not lack graduates on the numerical surface of the matter. The industries require skilled artisans, management entrepreneurs, and professionals who are competent in business education vocations. According to the American Vocational Association (AVA) in Osuala (2009), business education is a programme of instruction which consist of two parts: (a) office education; a vocational education programme for office careers through initial, refresher, and upgrading education leading to employability and advancement in office occupation, and (b) general

business education; a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. Thus, business education helps individuals to acquire saleable skills that will enable them to fit into various business organizations or be self-employed in the absence of paid employment.

Employers continually demand skilled and knowledgeable workers but due to the new and increasingly complex technological challenges faced by the educational system, it is not preparing students adequately for the workplace. Thus, organizations are simultaneously experiencing increased demand to provide employees at all levels with adequate learning. A well-articulated business education, if properly implemented with efficiently deliverable teaching infrastructure can help bridge the skill gaps existing between the school graduates and the requirements of the corporate business organizations and thus, reduce the huge cost of human resource development in business organizations. At the inception of democratic dispensation, when Parliament was about to sit, very good and efficient Confidential Secretaries were drafted to the then parliament to undertake the duties of official reporting till the end of the Session after which, they would go back to their duties in the Ministries/Departments.

All the Reporters in the legislatures across the country were trained Confidential Secretaries, i.e. product of business education. The Federal Training Centres (FTC), in the main, has been the training institutions. The resource to draw trainee Reporters from the pool of Secretaries has a historical antecedent to as far back as 1959 when there was no organized training of Official Reporters, neither was a cadre of staff assembled for that purpose. It is from the pool of skilled secretaries that trainee reporters have largely been drawn over the years to undergo two sessions in reportorial skills. At the end of the two sessions, a trainee Reporter is expected to write at least 140/160 shorthand speed and obtain 70 typewriting speed, among other core courses like Legislative Duties, Law, communication Skill, etc. By the time the Confidential Secretary Grade-II (C.S.II) trainee officer emerges as a Reporter, he would have spent six years post-secondary training, if the training runs concurrently.

Evaluation is an integral component of all systems of education at all processes. It is what enables educators, teachers, administrators, policymakers, and the community to have an idea of what is missing and what is available. Evaluation can be defined as the systematic process of collecting and analyzing data to make a decision. According to Azuka, Nwosu, Kanu, and Agomuo (2006) evaluation is “the process of ascertaining the decision areas of concern, selecting appropriate information and collecting and analyzing information to report a summary of data useful for decision-makers in selecting among alternatives”.

The importance of curriculum evaluation in the promotion of Verbatim Reporters in Houses of Assembly in South-West Nigeria cannot be overemphasized. According to Malin (2014), the importance of rigorous and relevant curricula for achieving desired learning outcomes cannot be overstated. According to the Syllabus issued by the Federal Ministry of Establishment for Courses in its Federal Training Centres; for one to be qualified for the award of Professional Diploma in Verbatim Reporting Certificate (PDVR) one must pass the following Core subjects: Shorthand and Typewriting at a speed of 140/160 and 70wpm respectively in addition to subjects like Advanced Communication in English, Parliamentary procedure, Higher Information Technology, Element of Law, Government and Nigeria Constitution, Office Management, Human Resource management. On the other hand, for the award of First-Degree Certificate in Business Education (Office Tech), the following subjects must be passed for the last two years of the four years programme: Shorthand and Word processing at higher speed, Office Management, Entrepreneurship Education, Research method in business education, Company law, Office Management, Human Resource Management, Law and practice of meeting among others.

What makes the difference between a university graduate in Business Education (Office Technology) is the high speed of 140/160 and 70 wpm in Shorthand and Typewriting respectively but with the advent of information technology, these two key subjects are more or less no more relevant in the sense that voice recognition device is now available that can process spoken sound directly into typed letter on a computer. Because of the advantages of computer over the typewriter, the 70 wpm of typewriting speed has become a thing of the past. The use of a typewriter in any modern office is more or less an aberration.

To promote Verbatim Reporting Profession, systematic evaluation of Office Technology curricula is particularly important. The Verbatim Reporting Professionals want an enhancement of the profession for future success as a topmost goal. Moreover, policymakers and some educators often point to the centrality of these programs for society as a whole. The Country is in dire need of more Verbatim Reporters who are equipped to compete for a variety of reportorial jobs, and institutions of higher learning especially the Universities need to adjust their programming (and their curricula) accordingly. Business education is concerned with teaching the skills, attitudes, and knowledge needed for success in a business career. Ogunmayi (2008) defined business education as a type of education that assists individuals to acquire skills, to solve problems in business and office education. This definition sees business education as education that provides skills to its recipients in business and office occupation for employment or self-reliance. Attempting a broad definition of the concept of business education. Aliyu (2006) stated that business education is education for the development of skills/competencies, attitude, and attributes which are necessary for the efficiency of the economic system. Etonyeaku (2009) stated that in this era of globalization, business education has contributed a lot to the economic development of every nation in the areas of provision of employment accountability among others. and has become an indispensable tool for development.

The demand for education is based on its ability to provide marketable skills that will help individuals to engage in meaningful occupations. Business Education having upheld this idea of providing marketable skills to learners has remained relevant in the world of study. Many factors are influencing the effort to make business education relevant today, one of which is the spate of technological advancements being witnessed. Technology has become the nexus of operation in the business world. Consequently, business education is affected in terms of instruction and delivery and in the skills and competencies needed to adapt to these evolving technologies used for operation in offices.

A completed or processed daily “Takes” by Verbatim Reporters is known as Hansard. The Chambers English Dictionary (2007) edition defines processed as produced by a special process. Indeed, Hansard production follows special processes, which among others include recording legislative debates or proceedings in shorthand or cassette tapes and producing it in printed form, grammatically, and procedurally. Processing Hansard grammatically seems to be a major task of a Reporter in the Nigerian legislatures, where the English language, though a second language, is constitutionally recognized as a medium of transaction in the Nigerian legislatures. Section 55 of the 1999 Constitution says: “The business of the National Assembly shall be conducted in English..... Section 97(1): The business of a House of Assembly shall be conducted in English.....

The Official Report i.e. Hansard was defined in 1907 by a Select Committee of the House of Commons as one - “..... Which though not strictly verbatim is substantially the verbatim report, with repetitions and redundancies omitted and with obvious mistakes corrected but which, on the other hand, leaves out nothing that adds to the meaning of the speech or elucidates the argument.” Ayedele (2013) submitted that the verbatim report of the proceedings of the parliament is not a mere narration of questions, adjournment motion, bills, and resolutions it is a rich source of contemporary history. It provides detailed information on all matters

affecting the lives of citizens. It brings to light the political, economic, and social conditions of the event in the remotest parts of the country and equally serves as a mirror of the hopes and aspirations, concern, and apprehensions of the Nation as voiced by its chosen representatives.

The reportorial profession has grown so tremendously that there is hardly any organization like the National, State Houses of Assembly, Supreme Court of Nigeria, Court of Appeal, High Court of justice that can perform without the use of reporters. This is attested to by Kawu, (2015) when he remarked that one of the factors that contribute to the slow pace of adjudication in Courts is “taking of notes in longhand by judges”.

Hansard production ought not to be a matter of if it is convenient or if it is the wish of the legislature, as some legislators in the States asserted. Hansard is a tradition; it is a convention; it has life by the rules of the legislature. The rules governing its production should be rigorously invoked by legislators and enforced to ensure that Hansard is produced daily and its bound volumes produced periodically. The absence of legislature for many years, as a result of military interregnum, has no doubt created a vacuum in the development of Hansard, especially in the area of intellectual work. This, perhaps, is because practitioners are moved to other ministries whenever the legislature was suspended and so had no reason to spare a thought for the Hansard. Now that there is hope that democracy would be sustained in this country, and by implication the legislature, it is important that Hansard, described as the edited debates of the legislature, gets the attention it deserves in terms of manpower and material development.

For now, those connected with Hansard – the legislators, the public, and even the practitioners – are still somewhat in a state of inertia concerning its important place in the legislature. And that, perhaps, explains why Hansard suffered serious neglect in the last national and state legislatures. In this present phase of legislative and democratic experiments, there is a need to decidedly appraise the Hansard holistically to highlight its worth to the legislature, its usefulness to the legislator, and its relevance to the electorate, who are entitled to read the legislative proceedings, which translate into laws by which they are governed.

Going by the method of training Reporters by the Ministry of Establishment, Reporters from its pool may not always meet the manpower needs in the South-West Houses of Assembly. The manpower needs of the Department must be consciously articulated and handled in conjunction with relevant institutions. The Ministry of Establishment will no doubt continue to train Reporters for its pool of Reporters but the product of its training may not always satisfy the manpower need of the Department.

Umoru (2012), maintained that specialized workers will continuously be needed to perform various tasks required to keep organizations working smoothly and providing the products and services required by customers. In this age of skill competition, he maintained that workers must continue to obtain training in handling various types of activities. As technology explodes in one face, new ways of doing things become inevitable. Therefore, for Legislative organization to work smoothly, the Verbatim Reporters need quality training in line with the technological age. Quality education is the education that best fits the present and future needs of the particular learners in question and the community, given the particular circumstances and prospects.

Statement of the Problem

It is a known fact that no organization can meet its objectives without the right quantity and quality of the workforce. Reading through various write-ups on the reportorial profession, one would almost conclude that all is well with the profession, but most of these write-ups are foreign and therefore cannot be generalized for every country. With the recent trends in technological development and the use of modern office equipment which has become necessary for all offices, the reportorial profession has not attained the level of indispensability in Nigeria as claimed by these foreign textbooks. The Country does not have enough qualified Verbatim Reporters that are needed in the three arms of government for employment in the labour market. It, therefore, becomes worrisome that in a computer age as described above, a particular profession i.e Verbatim Reporting which is under the direct jurisdiction of Business Education is facing serious inadequate manpower challenge even though Business Education programmes are run in various Universities and Polytechnics in the country.

Research Questions

The following questions were set out to be answered in the course of this study:

1. What is the relevance of the Office Technology Curriculum in curbing the dearth of Verbatim Reporters in the South-West Houses of Assembly?
2. What is the relevance of the Office Technology Curriculum in enhancing the development of the Verbatim Reporting Profession in South-West Houses of Assembly?

Research Hypotheses

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

- H₀₁:** There is no significant difference in the responses of Business Educators and Verbatim Reporters regarding the relevance of the Office Technology curriculum in curbing the dearth of Verbatim Reporters in South-West Houses of Assembly.
- H₀₂:** There is no significant difference in the responses of Business Educators and Verbatim Reporters regarding the relevance of the Office Technology curriculum in enhancing the development of the Verbatim Reporting Profession in Houses of Assembly in South-West Zone, Nigeria.

Methodology

The research design used for this study was a descriptive survey. The target population for the study comprised all the Business Educators in Federal and State Universities and the Verbatim Reporters in the Houses of Assembly in the South-West Zone which is 15 and 78 respectively making the population of the study to be 93. For this study, there was no sampling because the population of the study was regarded as a captive audience, where all the business educators in the Universities and verbatim reporters in the Houses of Assembly in South-West, Nigeria participated in the study. The instrument that was used in gathering data for this study was a self-designed questionnaire. The questionnaire was titled "Evaluating Business Education Curriculum Questionnaire" (EBECQ) The questionnaire comprised two parts which are Parts I and II. Part I contained personal information about respondents while Part II contained items that were used to elicit responses from the respondents. The questionnaire was answered by Business Educators and Verbatim Reporters. It is comprised of two sections. Section "A" supplied information about Curbing the dearth of Verbatim Reporters. Section "B" provided information on enhancing the development of Verbatim Reporting. The data gathered for this study on evaluating the Office technology curriculum for the promotion of verbatim reporters in Houses of Assembly in the South-West Zone was statistically analyzed by using Mean to answer the research questions and Independent t-test statistic to test the hypotheses formulated at 0.05 level of significance.

Results

Research Question One: What is the relevance of the Office Technology Curriculum in curbing the dearth of verbatim reporters in the South-west Houses of Assembly?

Table 1: Mean and standard deviation of responses on the relevance of Office Technology Curriculum in curbing the dearth of Verbatim reporters in the South-west Houses of Assembly $N_V = 78$ and $N_B = 15$

| S/N | Item Statements | \bar{X} | SD | Remark |
|-------------------------|---|-------------|-------------|---------------|
| 1. | OTM curriculum can upgrade verbatim reporting which will lead to an increase in the number of verbatim reporters. | 3.13 | 0.53 | Agreed |
| 2. | Incorporating Verbatim Reporting into the OTM curriculum can lead to a career prospect in Verbatim Reporting thereby curbing its dearth. | 3.20 | 0.53 | Agreed |
| 3. | With the OTM curriculum, Verbatim Reporters can serve longer which will then increase their number. | 3.18 | 0.57 | Agreed |
| 4. | OTM Curriculum is relevant to make Verbatim Reporting popular which will curb the dearth of reporters. | 3.01 | 0.63 | Agreed |
| 5. | OTM Curriculum can make Verbatim reporting possible for freshers thereby reducing the dearth of reporters. | 3.12 | 0.64 | Agreed |
| 6. | The present method of training of Official Reporters by FTC from the pool of Secretaries does not meet the Manpower need of the department. | 3.38 | 0.57 | Agreed |
| 7. | A university degree in verbatim reporting can reduce the high turnover of reporters. | 3.35 | 0.68 | Agreed |
| 8. | With a university degree, the terminating point of GL 14 for Verbatim Reporters will be a thing of the past. | 3.29 | 0.56 | Agreed |
| 9. | With policy continuity, OTM Curriculum can improve the number of Verbatim Reporters. | 3.26 | 0.72 | Agreed |
| 10. | A degree in verbatim reporting can eliminate Audio reporters that are now common in Legislatures. | 2.94 | 0.75 | Agreed |
| Weighted average | | 3.19 | 0.62 | Agreed |

Source: Field Survey, April 2016

Table 1 revealed that the respondents agreed that the present method of training of official reporters by FTC from the pool of Secretaries does not meet the manpower need of the department (mean = 3.38), the respondents also agreed that Business education can reduce the high turnover of reporters thereby reducing the dearth of the verbatim reporters (mean = 3.35). On the overall, it could be seen from the Table that the Office Technology Curriculum has great relevance in curbing the dearth of Verbatim Reporters (mean = 3.19; SD = 0.62). the mean is far above 2.50 which is the fixed decision value and very low standard deviation signifying the closeness of their responses.

Research Question Two: What is the relevance of the Office Technology Curriculum in enhancing the development of the verbatim reporting profession in South-West Houses of Assembly?

Table 2: Mean and standard deviation of responses on the relevance of Office Technology Curriculum in enhancing the development of Verbatim Reporting Profession in South-West Houses of Assembly $N_V = 78$ and $N_B = 15$

| S/N | Item Statements | \bar{X} | SD | Remark |
|-------------------------|--|-------------|-------------|---------------|
| 1. | Evaluation of the Office Technology curriculum can enhance the popularity of the Verbatim Reporting profession in Nigeria thereby leading to its development. | 3.14 | 0.55 | Agreed |
| 2. | Through the evaluation of the Office Technology curriculum, Hansard will no more be an obscure thing despite its important place in the Legislative responsibilities. | 3.28 | 0.71 | Agreed |
| 3. | Evaluating Office Technology Curriculum will prove whether or not the relevance of Shorthand in this technological era in the development of Verbatim reporting. | 3.30 | 0.64 | Agreed |
| 4. | Office Technology curriculum evaluation will prove that Hansard is a legal and authentic record of transactions in the Legislature thereby enhances its development. | 3.17 | 0.45 | Agreed |
| 5. | Through evaluation of the Office Technology curriculum, the development of Hansard Departments as one of the core departments in the legislature will be enhanced | 3.28 | 0.65 | Agreed |
| 6. | Evaluation of Office Technology Curriculum will prove that Verbatim Reporters have always been a vital link between the Lawmakers and the management thereby enhancing its development. | 3.34 | 0.49 | Agreed |
| 7. | Reporting in the Parliament is a highly specialized knowledge-intensive job carried out under great pressure this can be proved through evaluation of the Office Technology curriculum to develop the profession | 3.35 | 0.55 | Agreed |
| 8. | For the quality of Verbatim Reporters to be guaranteed, emphasis should be placed on degree holders through evaluation of the Office Technology Curriculum. | 3.11 | 0.81 | Agreed |
| 9. | Parliamentary reporting is a sine quo nun for verbatim reporters and should be included in the Office Technology curriculum to enhance the development of the profession | 3.08 | 0.67 | Agreed |
| 10. | The job of Verbatim Reporters transcend beyond ordinary shorthand and computer skills, this can be proved through the evaluation of the Office Technology curriculum for the development of Verbatim reporting | 3.47 | 0.57 | Agreed |
| Weighted average | | 3.25 | 0.61 | Agreed |

Source: Field Survey, April 2016

Table 2 revealed that the respondents agreed that The job of verbatim reporters transcends beyond ordinary shorthand and computer skills, this can be proved through the evaluation of the Office Technology curriculum for the development of verbatim reporting (mean = 3.47), the same way they agreed that Reporting in the Parliament is a highly specialized knowledge-intensive job carried out under great pressure this can be proved through evaluation of Office Technology curriculum to develop the profession (mean = 3.35). Overall, it could be seen from the Table that the Office Technology Curriculum has great relevance in enhancing the

development of Verbatim Reporters (mean = 3.25; SD = 0.61). The mean is far above 2.50 which is the fixed decision value and very low standard deviation signifying the closeness of their responses.

Hypotheses

H₀₁: There is no significant difference between the responses of Business Educators and verbatim reporters regarding the relevance of the Office Technology curriculum in curbing the dearth of Verbatim Reporters in South-west Houses of Assembly.

Table 3: Summary of t-test of the difference between the mean ratings of verbatim reporters and Business educators on the relevance of the Office Technology curriculum in curbing the dearth of Verbatim Reporters

| Group | N | Mean | SD | t-cal | Df | p-value | Decision |
|--------------------|----|------|------|-------|----|---------|----------|
| Verbatim reporters | 78 | 3.14 | 0.47 | | | | |
| Business Educators | 15 | 3.23 | 0.20 | 0.764 | 91 | 0.447 | NS |

Source: Field survey, April 2016

H₀₃: There is no significant difference between the responses of Business Educators and verbatim reporters regarding the relevance of Office Technology curriculum in enhancing the development of verbatim reporting Profession in Houses of Assembly in South-West Zone, Nigeria

Table 4: Summary of t-test of the difference between the mean ratings of verbatim reporters and Business educators on the relevance of the Office Technology curriculum in enhancing the development of Verbatim Reporting Profession

| Group | N | Mean | SD | t-cal | Df | p-value | Decision |
|--------------------|----|------|------|-------|----|---------|----------|
| Verbatim reporters | 78 | 3.28 | 0.26 | | | | |
| Business Educators | 15 | 3.37 | 0.26 | 1.36 | 91 | 0.174 | NS |

Source: Field survey, April 2016

Discussion of Findings

The study was conducted to evaluate the Office technology curriculum for the promotion of verbatim reporting in Houses of Assembly in South-West, Nigeria. This discussion is based on three research questions and the three hypotheses presented in Chapter one and statistically analyzed in this chapter. Consequently, the result as shown in Table 1 revealed that Office technology curriculum is relevant in curbing the dearth of verbatim reporters in the Houses of Assembly because all the 10 items for this research question received a mean rating of 3.01 and above which means that respondents were of the view that office technology curriculum can curb the dearth of verbatim reporters. This finding aligns with the claim of Ayodele (2013) that the manpower needs of verbatim reporters department must be consciously articulated and handled in conjunction with relevant institutions. Overall, it could be seen from the table that the office technology curriculum has great relevance in curbing the dearth of verbatim reporters with a grand mean of 3.19 and a standard deviation of 0.62.



The result of the next analysis revealed that the office technology curriculum is of great relevance in enhancing the development of the verbatim reporting profession in South-West Houses of Assembly. The whole 10 questionnaire items in this table received a mean rating of 3.08 and above and a standard deviation of 0.81 below. Hansard is a tradition; it is a convention; it has life by the rule of the legislature, hence, the need to develop the profession. Overall, it could be seen from the table that the office technology curriculum has great relevance in enhancing the development of the verbatim reporting profession with a grand mean and standard deviation of 3.25 and 0.61 respectively.

All two Hypotheses tested using a t-test to determine the mean ratings. As shown in Table 5, the test was conducted to determine the mean ratings of Verbatim Reporters and Business Educators regarding the influence of the office technology curriculum in curbing the dearth of verbatim reporters. The table revealed that there was no significant difference, ($t_{91} = 0.76, P > 0.05$). Therefore, the null hypothesis was not rejected.

The last test was to determine the mean ratings of Verbatim Reporters and Business Educators regarding the relevance of the office technology curriculum in enhancing the development of the verbatim reporting profession in South-West Houses of Assembly. The table revealed that there was no significant difference, ($t_{91} = 1.36, P > 0.05$). Therefore, the null hypothesis was not rejected.

Conclusion

From the findings of the study, it is evident that the Office technology curriculum can be used to curb the dearth of verbatim reporters as the present method of training of Verbatim reporters by FTC from the pool of secretaries does not meet the manpower need of the department.

Lastly, the finding revealed that the Office technology curriculum can enhance the development of the verbatim reporting profession because a degree in verbatim reporting will popularize the profession and Hansard will no more be an obscure thing despite its important place in the legislative responsibilities.

Recommendations

Based on the findings, the following recommendations were made:

1. Since Nigeria is one of the countries that accord more respect to certificate than experience, to curb the dearth of verbatim reporters in South-West Houses of Assembly, the Office technology curriculum should be reviewed by the Nigerian University Commission to accommodate a degree in Verbatim reporting to promote the profession through a University degree in verbatim reporting.
2. The dearth of verbatim reporters as a result of high manpower turnover is occasioned by the training of reporters from the pool of secretaries, this problem can only be solved through a university degree that will allow young secondary school leavers to pursue the course.
3. To assist the HND and First-degree holders in OTM secure a job as a verbatim reporter, University can organize a “top-up” programme in verbatim reporting. Also, the serving verbatim reporters with verbatim reporting Certificates from Federal Training Centres (FTC) could be considered for the “top-up” programme to enable them to move beyond level 14 which is presently the terminating point for verbatim reporters with FTC’s Certificate.

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INFLUENCE OF BUSINESS EDUCATION ON ACQUISITION OF MANAGERIAL, ACCOUNTING AND FINANCIAL MANAGEMENT SKILLS BY STUDENTS AS RATED BY BUSINESS EDUCATORS IN COLLEGES OF EDUCATION IN NORTH-CENTRAL NIGERIA

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Abstract

This study was conducted to determine the ratings of business educators on influence of business education on acquisition of managerial, accounting and financial management skills by students in Colleges of Education (COEs) in North-Central Nigeria. The study had two research questions and null hypotheses. Descriptive survey research design was adopted for the study. The study population comprised 104 business educators in the COEs used for the study. The entire population was used without sampling because the researchers adopted a census survey. The data were collected using a 28 items questionnaire designed by the researchers. The questionnaire was administered on all the respondents, but only 83 (80%) were returned and used for the data analysis. The research questions were answered using mean scores with boundary limits: 4.50-5.00 (very high extent), 3.50-4.49 (high extent), 2.50-3.49 (moderate extent), 1.50-2.49 (low extent) and 1.00-1.49 (very low extent), while the null hypotheses were tested using t-test at 0.05 level of significance. The decision rule was that a null hypothesis would be retained if the p-value was ≥ 0.05 and rejected if < 0.05 . The findings of the study revealed that business educators in COEs in North-Central Nigeria rated the extent of acquisition of managerial, accounting and financial management skills by the students as being high. There was also no significant difference between the mean ratings of business educators in Federal and State COEs in North-Central Nigeria on influence of business education on acquisition of managerial skills by students and the same was the case between the mean ratings of business educators with first degree and those with high degrees in COEs in North-Central Nigeria on influence of business education on acquisition of accounting and financial management skills by students. The study concluded that business education is a potent tool for producing competent managers of human, material and financial resources and commitment to the cause of business education would lead to skills acquisition which is the ultimate goals of education. As a way forward, the study among others, recommended that business education students should be allowed to do their SIWES in management and accounting firms/offices so as to acquire practical skills in management, accounting and financial management.

Key words: Business Education, Skills Acquisition, Managerial Skills, Accounting Skills, Financial Management Skills, Business Educators, Colleges of Education

Introduction

The main aim of education is to produce skilful people who will ensure that the society is better by contributing to its growth and development. This is because the aim of all forms of education is skill acquisition which would make the recipient to be exceptional and be able to do better, what he/she is doing presently, or what he/she cannot previously do. This is because learning is said to have taken place when the desired skill is acquired and manifested in the

learner's ability to discharge his/her responsibility efficiently and effectively. To these, business education is not an exemption. This is because; Umoru (2013) sees it as a field of study that is structured to inculcate the spirit of resourcefulness, endurance and innovativeness unto the students. It is also seen by Umoru (2015) as an academic programme with the aim of equipping the learners with an understanding of value, knowledge, business and technical skills that are needed in the world of work and teaching students business related subjects.

Nigeria is faced with a lot of social problems which are seriously affecting the life of the society. Principal among these problems is unemployment. This is because 'an idle mind is said to be the devil's workshop'. This implies that the youths are engaging in social vices because they are not productively engaged. In line with this, Longe (2017) states that increasing level of deviant behaviours among unemployed graduates has made the Nigerian society to be filled with a lot social-vices. To put an end to unemployment and its accompanying problems, Government at all levels in Nigeria as well as development partners are encouraging youths and other vulnerable groups to be self-reliant through venturing into entrepreneurship. But, to become a successful entrepreneur, there is need for skill acquisition for effective management of human, material resources, as well as accounting and financial management skills in order to ensure that the financial resources of an enterprise are well utilised and accounted for.

Skill acquisition is the process of using training and experience to learn something new which could be intellectual or manual, leading to the development of new skill, practice or way of doing things (Oyerinde and Falade, 2016). This shows that there are different categories of skills and when acquired, they enable the recipient to be better off when performing tasks that are related to the undergone training. A deduction from Ekwue and Azu (2016) also shows that entrepreneurship is a process of innovative behaviour and strategic orientation which involves combining resources for value creation (profit). To attain these goals, there is need to display managerial, accounting and financial management skills which are learnt in business education which is a skill-oriented course that strives to make its products to be enterprising leading to self-reliance and self-sustenance. This position was taken because Agomuo in Oduh and Ofidile (2017) states that business education enables the recipients to acquire managerial and accounting skills.

Managerial skills are instrumental to entrepreneurial success. According to Okoli and Ezewanfor (2015), managerial skills are the competencies and capabilities that enhance effective performance of management tasks, while Anumnu (2014) is of the view that they are skills dealing with capability of defining goals and objectives, as well as planning and stimulating strategies to organise, motivate, direct and control resources in order to achieve the desired objective(s). Management on the hand, as seen by Wale-Awe (2014) is the process of planning, organizing, leading and controlling the works of organizational members together with the utilisation of available resources of the organisation to achieve its stated objectives. Management involves the exhibition of different kinds of skills. These skills are acquired in business education programme and include skills for planning, organising, staffing, directing/leading, communicating, controlling, motivating, time management and decision making.

As put forward by Onoh in Okoye, Uniamikogbo and Adeusi (2017), accounting skills are the major accounting competencies which are required for effective and successful recording of daily business transactions among which are; book-keeping and keeping of accurate receipt and sales records. Financial management skills on the other hand, are the capabilities for planning, directing, monitoring and controlling the financial resources of an organization. (Pandy in Okoli and Ezenwafor 2015). Accounting and financial management skills are instrumental to entrepreneurial success and in deed, all forms of organisations. According to Ezeani (2015), accounting deals with recording, classification, analysis, interpretation,

measurement and communication of financial transaction to those that use financial information and it could be applied in all kinds of organisations, while Auru (2016) sees it as a business language which expresses the performances of organisations in monetary terms. Furthermore, Okoye, Uniamikogbo and Adeusi (2017) point out that it feeds the stakeholders and owners/managers with information in relation to state of a business. In the case of financial management, Okpaga (2014) states that it focuses on how money is obtained and utilised with emphasis on fiscal policies, accountability and provision of organisational structure and control. In line with these, Durosaro in Abdulkareem and Afolabi (2012) is of the view that the essence of financial management is to be sure that there are prudence and accountability in utilisation of available resources and seeing to the fact that least input leads to maximum productivity.

It is a known fact that business education students in Colleges of Education (COEs) across Nigeria are acquiring managerial, accounting and financial management skills. This is because, the business education course offerings at the COEs level were designed to give rise to such skills and they are implemented by business educators who are the field soldiers responsible for teaching the discipline at all levels of education where business related subjects are taught. But the question is that, to what extent are these skills being acquired by the students?

Business educators are found in both Public (Federal and State) and Private COEs and they have different academic credential which could be a minimum of first degree or higher degrees (Master and PhD). It is also expected that business educators being the implementers of the business education curriculum, are in better position of rating the skills that are acquired by their students since they evaluate and relate with them. It is therefore based on these that this study sought to determine the ratings of business educators on influence of business education on acquisition of managerial, accounting and financial management skills by students in COEs in North-Central Nigeria.

Statement of the Problem

Business education curriculum at Colleges of Education level was designed to among others, equip the recipients with managerial, accounting and financial management skills. Based on experience, observation, as well as available literature to the researchers, they found out that there were no available empirical works on business educators' ratings of influence of business education on acquisition of managerial, accounting and financial management skills by students in COEs in North-Central Nigeria. For example, Ezeabii (2017) found out that business educators in South-East Nigeria were of the opinion that business education students need planning and organisational skills for self-reliance, Uzo-Okonkwo and Oduh (2017) found out that small business owners pointed out that business education graduates need resource management skills, while in South-West Nigeria, Ezenwafor and Olaniyi (2017) carried out a study on business managers' rating of skills needed by business education graduates for entrepreneurial development whose findings rated the need for human relation, innovative and problem-solving skills to be high. In the same vein, Umoru and Bala (2018) carried out a study on office technology and accounting skills possessed by COEs students in Adamawa State, North-East Nigeria. The implication of this is that statements in relation to ratings of business educators on acquisition of these skills by students in North-Central Nigeria will be based on speculations which have created a research gap that needs to be covered. The problem of this study is therefore, an empirical determination of ratings of business educators on influence of business education programme on acquisition of managerial, accounting and financial management skills by students in COEs North-Central Nigeria.

Research Questions

The following research questions were developed to guide the study:

- i. To what extent does business education programme influence the acquisition of managerial skills by students in Colleges of Education in North-Central Nigeria?
- ii. To what extent does business education programme influence the acquisition of accounting and financial management skills by students in Colleges of Education in North-Central Nigeria?

Hypotheses

Based on the research questions, the following null hypotheses were formulated and tested at 0.05 level of significance:

H_{o_1} : There is no significant difference between the mean ratings of business educators in Federal and State Colleges of Education on the influence of business education programme on acquisition of managerial skills by students in Colleges of Education in North-Central Nigeria.

H_{o_2} : There is no significant difference between the mean ratings of business educators with first degree and those with higher degrees on the influence of business education programme on acquisition of accounting and financial management skills by students in Colleges of Education in North-Central Nigeria.

Method

The study adopted the survey research design which Enyekit and Enyekit (2015) see as a design which aims at documentation, description and presentation of what exists or otherwise in an investigation. The population of the study was made up of 104 business educators in the seven COEs (COE Oju, Benue State, COE Akwanga, Nasarawa State, Kwara State College of Education, Ilorin, FCT COE, Zuba-Abuja, FCE Okene, Kogi State, FCE Kontagora Niger State and FCE Pankshin, Plateau State) that were considered for the study. A census design was adopted leading to adoption of the entire population without sampling since Ademuluyi and Okwuanaso in Umoru and Bala (2018) suggested the adoption of the entire population if the population is less than or equal to 250. A twenty-eight items structured questionnaire designed by the researchers tagged "Business educators' ratings of influence of business education on acquisition of managerial, accounting and financial management skills questionnaire (BERIBEAMAFSQ) was used for the data collection. The questionnaire was administered on all the respondents, but only 83 (80%) were returned and used for the data analysis. The research questions were answered using mean scores and standard deviations and decisions were taken using boundary limits as follow; 4.50-5.00 (very high extent), 3.50-4.49 (high extent), 2.50-3.49 (moderate extent), 1.50-2.49 (low extent) and 1.00-1.50 (very low extent). As for the null hypotheses, they were tested using t-test at 0.05 level of significance and the decision rule was that any null hypothesis whose p-value was equal to or greater than 0.05 would be accepted and vice versa.

Results

Research Question one

To what extent does business education programme influence the acquisition of managerial skills by students in Colleges of Education in North-Central Nigeria?

The data collected for answering this research question were analysed and presented in table 1.

Table 1: **Summary of Mean Ratings of Business Educators on Influence of Business Education on Acquisition of Managerial Skills by Students in Colleges of Education in North-Central Nigeria**

| S/N | Items | Mean \bar{X} | SD | Decision |
|-----|--|-------------------|-------------|--------------------|
| 1 | Planning skills | 4.06 | .651 | High Extent |
| 2 | Feasibility study skills | 3.71 | .789 | High Extent |
| 3 | Skills for developing business vision and mission | 3.86 | .857 | High Extent |
| 4 | Skills for formulating business objectives and goals | 3.88 | .755 | High Extent |
| 5 | Skills for developing business policies | 3.67 | .828 | High Extent |
| 6 | Skills for developing organizational procedures | 3.66 | .825 | High Extent |
| 7 | Decision making skills | 3.99 | .819 | High Extent |
| 8 | Organizing skills | 3.99 | .703 | High Extent |
| 9 | Directing skills | 3.93 | .712 | High Extent |
| 10 | Leadership skills | 3.87 | .793 | High Extent |
| 11 | Motivational skills | 4.12 | .817 | High Extent |
| 12 | Controlling skills | 3.96 | .833 | High Extent |
| 13 | Time management skills | 3.72 | .846 | High Extent |
| | Grand Mean | 3.88 | .144 | High Extent |

Source: Field work, 2019

Table 1 shows that the respondents rated the extent of acquisition of managerial skills by students in COEs in North-Central Nigeria to be high. This is because the mean ratings for all the items and the grand mean were within the boundary limit of 3.50-4.49 which was taken to be high extent.

Research Question two

To what extent does business education programme influence the acquisition of accounting and financial management skills by students in Colleges of Education in North-Central Nigeria? The data collected to answer this research question were analysed and presented in table 2.

Table 2: Summary of Mean Ratings of Business Educators on Influence of Business Education on Acquisition of Accounting and Financial Management Skills by Students in Colleges of Education in North-Central Nigeria

| S/N | Items | Mean \bar{X} | SD | Decision |
|-----|--|-------------------|-------------|--------------------|
| 14 | Book-keeping skills | 4.18 | .628 | High Extent |
| 15 | Costing skills | 3.88 | .739 | High Extent |
| 16 | Budgeting skills | 3.82 | .939 | High Extent |
| 17 | Bank reconciliation Skills | 3.61 | .998 | High Extent |
| 18 | Skills for keeping debtors' and creditors' records | 3.94 | .771 | High Extent |
| 19 | Skills for maintaining sales and purchases records | 3.92 | .844 | High Extent |
| 20 | Skills for determining gross profit | 3.93 | .745 | High Extent |
| 21 | Skills for determining net profit and loss | 3.86 | .857 | High Extent |
| 22 | Skills for interpreting financial statements | 3.82 | .838 | High Extent |
| 23 | Skills for calculating depreciation | 3.84 | .740 | High Extent |
| 24 | Skills for preparing balance sheet | 3.76 | .790 | High Extent |
| 25 | Skills for avoiding unplanned expenses | 3.57 | .886 | High Extent |
| 26 | Skills for understanding government taxes and levies | 3.54 | .754 | High Extent |
| 27 | Skills for sourcing fund and obtaining loan | 3.70 | .728 | High Extent |
| 28 | Skills for preparing payroll and other deductions | 3.67 | .828 | High Extent |
| | Grand Mean | 3.80 | .162 | High Extent |

Source: Field work, 2019

Table 2 shows that business educators in COEs in North-Central rated the extent of acquisition of accounting and financial management skills by students to be high. This is because the mean scores of all the items in the table and the grand mean were within the boundary limit (3.50-4.49) that is adjudged as being the high extent.

Test of Null Hypotheses

Null Hypothesis one

H_{01} : There is no significant difference between the mean ratings of business educators in Federal and State Colleges of Education on the influence of business education programme on acquisition of managerial skills by students in Colleges of Education in North-Central Nigeria

The t-test was used to test this hypothesis and the summary was presented in table 3.

Table 3: Summary of t-test on Mean Ratings of Business Educators in Federal and State Colleges of Education on Influence of Business Education Programme on Acquisition of Managerial Skills by Students in Colleges of Education in North-Central Nigeria

| Variables | N | Mean | Standard Deviation | Alpha (α) | Df | t-value | p-value | Decision |
|--------------------------------------|----|------|--------------------|--------------------|----|---------|---------|-----------------|
| Federal Colleges of education | 38 | 3.83 | 9.285 | 0.05 | 81 | -0.043 | 0.97 | Not Significant |
| State Colleges of Education | 45 | 3.92 | 9.661 | | | | | |

Source: Field Work, 2019

Table 3 reveals that there was no significant difference between the mean ratings of business educators in Federal and State COEs in North-Central Nigeria concerning the influence of Business education programme on acquisition of managerial skills by students in COEs in North-Central Nigeria. This was because the p-value of 0.97 was greater than the alpha level which stands on 0.05. The null hypothesis was therefore retained.

Null Hypothesis two

H₀₂: There is no significant difference between the mean ratings of business educators with first degree and those with higher degrees on the influence of business education programme on acquisition of accounting and financial management skills by students in Colleges of Education in North-Central Nigeria.

To test this hypothesis, t-test was used and the summary was presented in table 4.

Table 4: Summary of t-test on Mean Ratings of Business Educators with First Degree and Those with Higher Degrees on Influence of Business Education Programme on Acquisition of Accounting and Financial Management Skills by Students in Colleges of Education in North-Central Nigeria

| Variables | N | Mean | Standard Deviation | Alpha (α) | df | t-value | p-value | Decision |
|----------------|----|------|--------------------|--------------------|----|---------|---------|-----------------|
| First Degree | 26 | 3.80 | 11.333 | 0.05 | 81 | 0.000 | 1.00 | Not Significant |
| Higher Degrees | 57 | 3.80 | 11.298 | | | | | |

Source: Field Work, 2019

Table 4 reveals that there was no significant difference between the mean ratings of business educators with first degree and those with higher degrees regarding the influence of business education programme on acquisition of accounting and financial management skills by students in COEs in North-Central Nigeria. This was because the alpha level (0.05) was less than the p-value (1.00). This thus, led to the retention of the null hypothesis.

Discussion of Major Findings

This study revealed that the respondents rated the extent of influence of business education programme on acquisition of managerial skills by their students to be high. It also revealed that there was no significant difference between the mean ratings of business educators in Federal and State COEs on influence of business education programme on acquisition of managerial skills by students in COEs in North-Central Nigeria. These findings therefore, revealed that the NCE business education curriculum is making the students to acquire managerial skills. These findings confirmed the view of Agomuo in Oduh and Ofodile (2017) which stated that business education enables the recipients to acquire basic management skills that are needed for managing the affairs of a business so as to maximise profit. In the same vein, the findings supported the finding of Igbongidi (2017) which revealed that an integral part of business education (Entrepreneurship education), leads to acquisition of managerial skills by business education students. The findings were however contrary to the findings of Binuomote and Okoli (2015) which revealed that business education students in COEs in South-West Nigeria only need managerial skills and not already acquiring the skills.

The findings of the study also showed that that respondents were of opinion that business education programme leads to acquisition of accounting and financial management skills by students in COEs in North-Central Nigeria through rating the influence to be of high extent. Furthermore, the test of null hypothesis two revealed that there was no significant difference between the mean ratings of business educators with first degree and those with higher degrees



on influence of business education programme on acquisition of accounting and financial management skills by students in COEs in North-Central Nigeria. These findings showed that business education is attaining its objectives of equipping its recipients with accounting and financial management skills. These findings therefore, supported Agomuo in Oduh and Ofodile (2017) who is of the view that business education leads to acquisition of simple accounting skills that will enhance taking of wise financial decisions. The findings were however contrary to the findings of Umoru and Bala (2018) which showed that business education students in COEs in Adamawa State slightly possessed accounting skills and Binuomote and Okoli (2015) which revealed that business education students in COEs in South-West Nigeria were of the opinion that they need financial management skills for successful entrepreneurship development and not already acquiring the skills.

Conclusion

In line with the findings of this study, it established that to a high extent, business education leads to acquisition of managerial, accounting and financial management skills by students in COEs in North-Central Nigeria. The implications of these findings is that business education is a potent tool for producing competent managers of human, material and financial resources that would lead to entrepreneurial and societal success. In the same vein, their managerial prowess exhibited through keeping financial records and proper steering of business affairs could lead to multiplier effects that would make people to be productively engaged in economic activities. The findings are therefore indicators that commitment to the cause of functional business education would lead to the attainment of the ultimate of aim of education (skills acquisition) and help towards solving the societal problem of unemployment and its consequences.

Recommendations

Based on the findings of the study and the conclusion which was drawn, the following recommendations were suggested:

1. Federal and State governments should vote more funds for COEs so as to make provision for management and accounting laboratories and packages for the purpose of promoting the acquisition of accounting and managerial skills by students.
2. Students should be allowed to do their (Student Industrial Work Experience Scheme (SIWES) exercise in accounting and managerial firms/offices so as to be able to acquire practical skills in accounting and management.
3. Business educators in COEs should be motivated by their employers to implement the tutorial aspect of accounting as provided in the minimum standard for teaching in COEs.
4. Business education departments in tertiary institutions should be organizing routine workshops for students in order to enhance their skills acquisition in management, accounting and financial management.

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MICROSOFT OFFICE APPLICATION COMPETENCIES POSSESSED BY OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS IN POLYTECHNICS FOR EMPLOYABILITY AND SELF RELIANCE IN KOGI STATE

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Abstract

This study analysed the Microsoft office competencies possessed by students of Office Technology and Management (OTM) in Polytechnics in Kogi State. It adopted the descriptive research design. Three purposes of the study, three research questions and three hypotheses guided the study. The sample population consisted of 107 OTM students of Federal Polytechnic Idah and Kogi State Polytechnic, Lokoja. Cronbach alpha reliability test was used to obtain reliability coefficients of 0.763. Mean, standard deviation and t –test statistics were the statistical tools used for analyses. Findings showed that the respondents were competent in Microsoft Word, but not competent in Microsoft Excel and Microsoft PowerPoint applications. Gender and institution type showed no significant difference in the respondents' mean ratings on their possessed Microsoft office competencies. The researcher concluded that OTM students have not adequately possessed Microsoft office application competencies, which is an obvious pointer to the reason why the level of unemployment is high, while self-reliance among her graduates is low. Based on the findings and conclusion, it was recommended, among others, that government should provide adequate funds for the polytechnic to enable them procure ICT facilities to enable students practice adequately and be acquainted with Microsoft office application.

(Keywords: Microsoft office, Office Technology and Management, Kogi State)

Introduction

The high level of graduate unemployment has become source of major concern all over the world and as such, there seem to be doubts as to whether educational institutions are effectively meeting the needs of the society. In Nigeria, indications from past studies indicates that the level of unemployment experienced by graduates of tertiary institutions has not only resulted from lack of jobs, but also because of a dearth of candidates with employable skills (Emeh, Nwanguma & Abaroh 2012; Pitan, 2015).

Evidences in support of this assertion show that out of over 40 million unemployed youths in the country 23 million are unemployable partly because they lack necessary skills for employment (Emeh Nwanguma and Abaroh, 2012). Analysts have argued that in Nigeria generally, the skills that jobseekers possess do not match the needs and demands of employers (Oduwole, 2015). In the same vein, Soludo (2012) describing the Nigerian situation said unemployment is not a problem in Nigeria rather Nigerian graduates are not employable and



they are misfit for today's workplace OTM Programme was designed by the NBTE in 2004, to replace the Secretarial Studies Programme which is an aspect of Vocational and Technical Education (VTE).

The objectives the Programme is to provide; the technical knowledge and vocational skills for commercial and economic development; give training and impart the necessary skills to every individual who wants to be employable or self-reliant economically. It is expected that graduates of the Programme should fit properly into the office of any computerized organization and perform professionally the functions of a secretary in various fields of endeavour (NBTE, 2004, Etonyeaku 2009).

Office education Programme according to Adelakin (2009), was introduced for two key reasons: first, as a response to the yearnings of the secretarial students for change in the nature and content of the Programme, as their products had become only suitable for the traditional office environment; and secondly, there was need for change in the curriculum with greater emphasis on Information and Communication Technology in order to meet the present needs of business organizations. The evolution in technology has made computer an indispensable device in today's office.

The knowledge of computer systems and the ability to work with Microsoft office applications have become an essential requirement for most employees in the business world, especially for office managers in the discharge of their tasks and duties. Microsoft office application is a package of office productivity software released by Microsoft. It is a set of interrelated applications and services designed specifically to be used for office and business collectively known to as an office suite. The various applications contained in the all-in-one package include Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Publisher and Microsoft Access amongst others.

Employability skills of prospective Office Technology and Management graduates can be viewed as an important dimension reflecting the degree to which an individual will be successful in his or her chosen occupation. Self-reliance could be seen as the ability to be economically independent such that individuals rely on their own capability to meet their personal needs. Umoru and Nnaji (2015) defined self-reliance as the ability an individual has to establish a business of his own instead of working for another person.

The adequacy and worth of the Programme of study is measured in terms of how far it can assist the graduates of the Programme to secure employment or become self-reliant. OTM Programme, like any other technology based Programme thrives on relevance and usefulness. What is important is the extent to which the training provided assists students to enter and succeed in the world of work. The Programme of training should therefore involve adequate acquisition and development of marketable skills that are relevant to the evolving work environment. To this end, the Programme has a responsibility to help students develop these skills and competencies required to be saleable.

Aside from being gainfully employed, there abound other business opportunities available to OTM graduates competent in Microsoft office skills.

Some of these opportunities include:

1. **Establishment of business centres:** business centres exist everywhere and have contributed immensely in creating self-employment for many OTM graduates thereby curbing unemployment and contributing to the nation's economic development.
2. **Establishment of computer training centres:** the training acquired through OTM Programme offers the recipient opportunity to establish computer training centres.
3. **Opportunity in data processing:** Microsoft office application courses offers OTM graduates knowledge of data entry, processing and analyzing services using computer applications such as MS Word, MS Excel, MS Access etc. Competencies in these

courses therefore create self-employment opportunities in offering data processing services to companies and the public.

4. **Opportunities in IT consultancy:** through Microsoft office application, graduates are equipped with competencies which can enable them establish and manage consultancy companies to assist growing firms to establish electronic office and records management procedures
5. **Opportunities in desktop publishing:** graduates of the Programme with Microsoft office competencies could establish and run desktop publishing centres where the production of items such as: invitation cards, headed papers, business cards, brochures etc. can be produced for individuals, governments, corporate organization, etc.(Ezeahurkwe and Ameh 2017; Habila, 2013; Wikipedia, 2019).

However, Anyaeneh and Nzegwu (2015) observed that office education Programme is faced with diverse problems in a bid to effectively achieve its aims and objectives.

Among these problems are:

1. **Poor Funding:** this has always been a major issue in office technology and management Programme. The quantity and quality of equipment and machines needed for effective implementation of the Programme is affected by inadequate funding (Fadare, 2014; Akarahu, 2010; Adedeji, 2009).
2. **Large class size:** laboratories and classes in many public Polytechnics in Nigeria are overcrowded with too many students. This makes it impossible for teachers to give students individual attention needed in teaching and learning process.
3. **The high student-teacher ratio:** this affects quality delivery of practical courses like Microsoft office applications (Agboola, 2015).
4. **Epileptic power supply:** Lack of constant electricity supply is another problem confronting the Programme in the country. Power supply is necessary to run computers, unfortunately it is hardly available and where it is, it is epileptic in nature thus, only the theoretical aspect is taught leaving out the practical aspect, a situation that leaves students half baked (Nwaokolo ,2014).
5. **Inadequate ICT competent educators:** as no one can possibly offer what he does not have. In like manner, Onyesom and Ashibgwu (2018) asserted that no matter how properly designed an educational Programme is, it cannot succeed without an adequate crop of teachers. The objective of OTM Programme for employability and self- reliance cannot be achieved in the face of gross inadequate competent educators, as lack of skill in ICT office application have limited the effective impartation of Microsoft office competencies (Folorunso and Taiwo 2018).

It is thus against this background therefore, that this study seeks to analyse the Microsoft office competencies possessed by office technology and management students in the Polytechnic for employability and self-reliance.

Statement of the Problem

In 2004, the National Board for Technical Education in collaboration with United Nations Educational, Scientific and Cultural Organization (UNESCO), came up with a comprehensive review of the curriculum for secretarial studies programme for polytechnics in Nigeria. It was indeed a critical content overhaul of the then existing curriculum. The outcome of the review became known as office technology and management (OTM). Its purpose was clear; it was to guarantee the employability and promote the self-reliance of its graduates in the face of adverse economic situation in the country.

Hence, the objectives, theoretical and practical contents of the current curriculum were geared towards integrating OTM students into the world of technology. Two main purpose of

the overhaul of the curriculum was to increase the employability and reliance of graduates of the Programme such that, their ICT competencies are brought at par with the requirements of the modern technology-oriented office. It has been close to two decades since Microsoft office application had been incorporated into the Office Technology and Management curriculum in an attempt to ensure that students of the Programme acquired the requisite skills compatible with the demands of modern offices.

It is however disheartening to note that, only minimal impact has been felt in this regard as graduates of the Programme reportedly have had to even be retrained to use these Microsoft office applications effectively. Indications from previous studies points to the fact that graduates are not well prepared for the work place as there exists a gap between the skills acquired and that which required (Hennemann & Liefner,2010; Rasul & Mansor, 2013). Most OTM graduates regrettably, acquire theoretical knowledge which does not match well with the requirements of the work place.

This continued mismatch between Microsoft office competencies acquired by students and the expectation of employers in the world of works if not promptly addressed, will jeopardize all the efforts made in terms of; the review of the curriculum and the continued huge government investment in the Programme. In view of the foregoing, there seems to exist a gap between the training received by OTM students and the employers' expectation which this study intends to fill. This study therefore seeks to analyse the Microsoft office application competencies possessed by office technology and management students for employability and self-reliance in Kogi state.

Purpose of the Study

The main purpose of the study is to analyse the Microsoft office application competencies possessed by Office Technology and Management students in Polytechnics for employability and self-reliance in Kogi state.

Specific purposes of the study are:

1. To determine the level of Microsoft Word application competencies possessed by Office Technology and Management students in Polytechnics for employability and self-reliance in Kogi state.
2. To find out the level to which Office Technology and Management students in Polytechnics possess Microsoft Excel application competencies for employability and self-reliance in Kogi state.
3. To identify the level of Microsoft PowerPoint application competencies possessed by Office Technology and Management students in Polytechnics for employability and self-reliance in Kogi state.

Research Questions

Based on the purposes of the study, the following research questions were raised to guide the study;

1. To what level are students of Office Technology and Management competent in Microsoft Word application for employability and self-reliance in Polytechnics in Kogi state?
2. To what level are students of Office Technology and Management competent in Microsoft Excel application for employability and self-reliance in Polytechnics in Kogi state?
3. To what level are students of Office Technology and Management competent in Microsoft PowerPoint application for employability and self-reliance in Polytechnics in Kogi state?

Hypotheses

The following hypotheses were formulated to guide the study:

1. H₀₁: There is no significant difference in the mean ratings of the male and female office technology and management students on the level of Microsoft Word application competencies possessed for employability and self-reliance in Polytechnics in Kogi state.
2. H₀₂: There is no significant difference in the mean ratings of office technology and management students in Federal and State Polytechnics on the level of Microsoft Excel application competencies possessed for employability and self-reliance in Polytechnics in Kogi state.
3. H₀₃: There is no significant difference in the mean ratings of the male and female office technology and management students on the level of Microsoft PowerPoint application competencies possessed for employability and self-reliance in Polytechnics in Kogi state.

Significance of the Study

The following stakeholders will benefit from the findings of this study: Government, lecturers, graduates, students, society and future researcher: Government invested heavily in the review of secretarial studies curriculum to meet the expectations of today's workplace and has continued to invest in the funding of office technology and management Programmes thus. they will be interested in finding out if this heavy investment is justified. This study will also, acquaint the Lecturers/Instructors with a wide range of employability skills in Office Technology and Management which could in turn cause them to embark on retraining Programmes on the areas they are lagging behind. As a result the quality of instruction will be enhanced. The findings of the study will benefit graduates of Office Technology and Management Programme. The employed and unemployed would evaluate themselves and become aware of the expectations of employers and the demands of their potential jobs. The result will also provide graduates with information that will help them know their areas of incompetence and thereby encourage them to remedy it.

This research work will also benefit the students immensely as the findings of this research work will provide information on the level of their employability and self-reliance. it will therefore help the students focus their effort in developing areas of their training that are yet to be suited for employment and self- reliance. Society will benefit from the result of this study, as the students are part of the larger society. Therefore, anything that affects the students is of interest to the society. When student graduate and get employed, they contribute to the development of the country's economy and the society at large.

Finally, the findings of this Research will be of benefit to intending researchers who wish to carry out further research work on the competence of graduating students and the skills required of them to be employable and self-reliant.

Scope of the Study

The Study focused on the Microsoft office application competencies possessed by Polytechnic Office Technology and Management students for employability and self-reliance in Kogi state. This study covered only the Microsoft office applications captured in the NBTE curriculum for office technology and management which are: Microsoft word, Microsoft Excel, Microsoft Access, Microsoft Publisher and Microsoft PowerPoint.

This study was also delimited to only HND II graduating students. The adoption of this decision was borne out of the need to have students that have had relevant level of classroom training on ICT office applications; MS Word, MS Excel, MS Access, MS Publisher and MS PowerPoint to a remarkable extent. More so, they have job experience from the student's industrial training experience and from the student industrial work experience scheme (SIWES).

Methodology

The descriptive survey design was used for the study. It was considered appropriate because according to Otache (2016), descriptive studies are undertaken to describe the elements or subjects being studied. The population of the study was 107 respondents comprising of 56 HND II students of Federal Polytechnic, Idah and 51 HND II students of Kogi State Polytechnic, Lokoja. The researcher decided to study the entire population in line with the postulation of Ademiluyi and Okwuanaso (2009), that it is ideal to study the entire population when it is manageable.

Therefore, there was no need for sampling as the entire population was manageable. The data for the study was collected using a structured questionnaire titled: Students Microsoft Office Application Competencies for Employability and Self-reliance Questionnaire (SMOACES-Q) with a 4-point scale of Very Competent (VC) 4 points, Competent (C) 3 points, Fairly Competent (FC) 2 points, Not Competent (NC) 1 point. The questionnaire was duly validated by two experts who are Chief Lecturers in the School of Management, Kogi State Polytechnic, Lokoja.

The instrument which contains 30 questionnaire items was designed from the relevant literature reviewed and used to collect data. With the use of Cronbach Alpha Reliability Test (CART), the reliability co-efficient calculated for the study was found to be 0.763 which indicated that the instrument for the study was reliable. Mean and standard deviation were the tools used to analyse the research questions while the hypotheses were tested using independent t-test statistics at 0.05 level of significance.

One hundred and seven (107) copies of the questionnaire were administered by the researcher and two trained research assistants. All the copies of the questionnaire and the questionnaire items were duly completed and retrieved by the same. In answering the research question items, any mean score of 2.50 and above was regarded as competent. On the other hand, any mean score below 2.50 was regarded as not competent. In testing the research hypotheses, the hypothesis was accepted where the t-table calculated value is less than the t-critical value. However, the hypothesis is rejected if the t-table calculated value is higher than the t-critical table value.

Presentation and Analysis of Data

This section presented and analysed the data generated in the study.

Research Question One: to what extent are Microsoft Word application competencies possessed by Polytechnic Office Technology and Management students for employability and self-reliance in Kogi State?

Table 1: Mean ratings on the extent of Microsoft Word application competencies possessed by Polytechnic Office Technology and Management students for employability and self-reliance in Polytechnics in Kogi state?

| S/NO | ITEM | Mean | SD | Remark |
|------|---|------|-----|---------------|
| 1 | Ability to launch MS word application | 3.0 | 1.5 | Competent |
| 2 | Ability to create a new document, enter text, and save it | 2.9 | 1.4 | Competent |
| 3 | Ability to open and edit existing documents | 3.0 | 1.0 | Competent |
| 4 | Ability to navigate in a document and perform a search | 2.0 | 0.5 | Not Competent |
| 5 | Ability to select and move text | 3.0 | 1.5 | Competent |
| 6 | Ability to format characters and paragraphs | 2.5 | 1.0 | Competent |
| 7 | Ability to use AutoCorrect and Help tools | 1.8 | 0.4 | Not Competent |

| | | | | |
|-------------------|---|------|------|---------------|
| 8 | Ability to create and edit tables | 2.8 | 1.6 | Competent |
| 9 | Ability to control page and document appearance | 1.8 | 0.2 | Not Competent |
| 10 | Ability to print documents, envelopes, and labels | 2.4 | 0.2 | Not Competent |
| Grand mean | | 2.52 | 0.93 | Competent |

Source: (Field Survey, 2018)

The result in Table 1: respondents indicated that they were competent in items: 1, 2, 3, 5, 6, and 8 with a maximum mean score of 3.0 while the indicated that they were incompetent in the rest 4 items with a minimum mean score of 1.8 and a grand mean of 2.51. From the above, it is clear that the respondents are competent in Microsoft Word application. Research question two: to what level are Microsoft Excel application competencies possessed by Polytechnic Office Technology and Management students for employability and self-reliance in Kogi state?

Table 2: Mean ratings on the level of Microsoft Excel application competencies possessed by Polytechnic Office Technology and Management students for employability and self-reliance in Kogi state?

| S/NO | ITEMS | Mean | SD | Remark |
|-------------------|---|------|------|---------------|
| 1 | Ability to start Microsoft Excel | 2.8 | 1.2 | Competent |
| 2 | Ability to open files | 2.6 | 1.0 | Competent |
| 3 | Ability to use page setup and save data | 2.8 | 1.4 | Competent |
| 4 | Ability to understand navigation and movement techniques. | 2.7 | 1.5 | Competent |
| 5 | Ability to use simple arithmetic functions in the formulas | 2.5 | 1.0 | Competent |
| 6 | Ability to enter, edit and manipulation of data | 2.8 | 1.2 | Competent |
| 7 | Ability to produce a basic spreadsheet with formulae | 1.8 | 1.3 | Not Competent |
| 8 | Ability to create arithmetic formulae | 1.8 | 1.4 | Not Competent |
| 9 | Ability to use common functions | 2.4 | 0.2 | Not Competent |
| 10 | Ability to modify a database and insert data from another application | 2.0 | 0.4 | Not Competent |
| Grand mean | | 2.42 | 1.06 | Not Competent |

Source: (Field Survey, 2018)

The result in Table 2: respondents indicated that they were competent in items: 1, 2, 3, 4, 5, 6, with a maximum mean score of 2.8 while they indicated that they were incompetent in the rest 4 items with a minimum mean score of 1.8 and a grand mean of 2.42. From the above, it shows that the respondents are incompetent in Microsoft Excel application. Research Question Three: to what level are students of Office Technology and Management competent in Microsoft PowerPoint application for employability and self-reliance in Polytechnics in Kogi state?

Table 3: Mean ratings on the level of Microsoft PowerPoint application competencies possessed by Office Technology and Management students for employability and self-reliance in Polytechnics in Kogi state?

| S/NO | ITEMS | MEAN | SD | REMARK |
|-------------------|--|-------------|-------------|----------------------|
| 1 | Ability to launch ms power point | 2.8 | 1.2 | Competent |
| 2 | Create title and bullet slides | 2.6 | 1.0 | Competent |
| 3 | Create Slides in Outline view | 2.8 | 1.4 | Competent |
| 4 | Modify slide text and check spelling | 1.8 | 1.5 | Not Competent |
| 5 | Select a template | 2.5 | 1.0 | Competent |
| 6 | Insert a table | 1.8 | 1.2 | Not Competent |
| 7 | Work with text, drawn objects, and drawing tools | 1.8 | 1.3 | Not Competent |
| 8 | Use ClipArt and WordArt | 1.8 | 1.4 | Not Competent |
| 9 | Create an Organization Chart and use options | 2.4 | 0.2 | Not Competent |
| 10 | Edit a Column Chart | 2.0 | 0.4 | Not Competent |
| Grand Mean | | 2.23 | 1.06 | Not Competent |

Source: (Field Survey, 2018)

The result in Table 3: respondents indicated that they were not competent in items: 4, 6, 7,8, 9, and 10 with a maximum mean score of 2.8 while the indicated that they were competent in the rest 4 items with a minimum mean score of 1.8 and a grand mean of 2.23. Going by the above, it is obvious that the respondents are incompetent in Microsoft PowerPoint application.

Hypotheses

H0₁: There is no significant difference in the mean ratings of male and female student of Office Technology and Management on the Microsoft Word application competencies possessed for employability and self-reliance in Polytechnics in Kogi state.

Table 4: Summary of t-test analysis showing the difference between mean ratings of male and female office technology and management students in Polytechnics on the level of Microsoft word application competencies possessed for employability and self-reliance

| Respondents | N | X | SD | Df | P | t-cal | t-cit | Decision |
|-------------|----|------|------|-----|------|-------|-------|----------|
| Female | 65 | 2.51 | 0.93 | 105 | 0.05 | 0.07 | 1.96 | Accepted |
| Male | 42 | 2.52 | 0.91 | | | | | |

Table 4 shows the t-calculated table value of 0.07 is less than the t-critical table value of 1.96 at 0.05 level of significance. Therefore, there is no significant difference in the mean of the responses on Microsoft word competencies possessed by OTM students with respect to their gender. The hypothesis is thus accepted. This agrees with Eze and Okoroafor (2012) who established that gender is not a significant factor for computer operations.

H0₂: There is no significant difference in the mean ratings of Federal and State Polytechnic office technology and management students on the Microsoft Excel application competencies possessed for employability and self-reliance in Kogi state.

Table 5: Summary of t-test analysis showing the difference between mean ratings of federal and state office technology and management students in Polytechnics on the level of Microsoft Excel application competencies possessed for employability and self-reliance

| Respondents | N | X | SD | Df | P | t-cal | t-cit | Decision |
|-------------|----|------|------|-----|------|-------|-------|----------|
| Federal | 56 | 2.43 | 1.06 | 105 | 0.05 | 0.09 | 1.84 | Accepted |
| State | 51 | 2.41 | 1.04 | | | | | |

Table 6 shows the t-calculated table value of 0.09 is less than the t-critical table value of 1.84 at 0.05 level of significance. Therefore, there is no significant difference in the mean of respondents on Microsoft PowerPoint competencies possessed by OTM students with respect to their institution. The hypothesis is thus accepted.

H0₃: There is no significant difference in the mean ratings of male and female student of office technology and management on the Microsoft PowerPoint application competencies possessed for employability and self-reliance in Polytechnics in Kogi state.

Table 6: Summary of t-test analysis showing the difference between mean ratings of male and female office technology and management students in Polytechnics on the level of Microsoft PowerPoint application competencies possessed for employability and self-reliance

| Respondents | N | X | SD | Df | P | t-cal | t-cit | Decision |
|-------------|----|------|------|-----|------|-------|-------|----------|
| Female | 65 | 2.24 | 0.59 | 105 | 0.05 | 0.08 | 1.96 | Accepted |
| Male | 42 | 2.24 | 0.61 | | | | | |

Table 6 shows the t-calculated table value of 0.08 is less than the t-critical table value of 1.96 at 0.05 level of significance. The findings suggest that there is no significant difference in the mean of the responses on Microsoft PowerPoint competencies possessed by OTM students with respect to their gender. The hypothesis is thus accepted. This agrees with Eze and Okoroafor (2012) who established that gender is not a significant factor for computer operation.

Discussion of findings

The tables show that students were only competent in 17 out of the 30 areas of competencies required for employability and self-reliance. Table 1 simply reveals that respondents were competent in six (6) items of the ten (10) Microsoft Word competencies required to be employable and self-reliant. The students are competent since the grand mean 2.52 is more than the criterion mean of 2.50. This in agreement with the findings of a research conducted by Ndinechi and Gude (2014) which showed that OTM students considered themselves barely proficient in Microsoft word with a grand mean of 2.76.

The data analysed in table 2 showed that respondents indicated that they were competent in six (6) out of the ten (10) areas of Microsoft Excel application needed for employability and self-reliance, with a grand mean obtained is 2.42 which is less than the criterion mean of 2.50, it indicates that they are not competent. This finding is in consonance with Ndinechi and Gude (2014) who remarked that OTM students are not competent in Microsoft Excel.

The data presented in table 3 simply revealed that respondents were not competent in six (6) areas of the ten (10) Microsoft PowerPoint application competencies necessary for employability and self-reliance. Going by the grand mean of 2.23 which is less than the criterion mean of 2.50, it indicated that the students are also not competent in Microsoft PowerPoint.

Conclusion

Office Technology and Management students have not adequately possessed Microsoft office application competencies; this is an obvious pointer to the reason why the level of unemployment among her graduates is high while the extent of self-reliance is low. The need for

competencies in Microsoft office application cannot be overemphasized as a vast majority of the offices in the world of work today have Microsoft office applications operating on their systems. It is therefore necessary that something urgent should be done to ensure that students obtain adequate Microsoft office application competencies as stipulated in the NBTE curriculum so as to ensure employability and self-reliance.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should provide adequate funds for the polytechnic to enable them procure ICT facilities to enable students practice adequately and be acquainted with Microsoft office application.
2. Periodic workshops, training and regular retraining should be organized for OTM educators for adequate acquisition of Microsoft office application skills in order to impart it effectively on the students.

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EFFECT OF INQUIRY-BASED INSTRUCTION STRATEGIES ON BUSINESS EDUCATION STUDENTS' ACADEMIC ACHIEVEMENT IN PRINCIPLES OF ACCOUNTING IN UNIVERSITIES, NIGERIA

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Abstract

The purpose of this study was to examine the effect of inquiry-based instruction strategies on Business Education students' academic achievement in principles of accounting in universities in South-West, Nigeria. The study has two purposes, research questions and hypotheses each. Quasi-experimental none equivalent control group design was used for the paper. The population of this paper was Business Education students offering principles of accounting in universities in South-western region of Nigeria. The two universities were selected using purposive sampling technique. Random sampling was used to select two universities. The study used Principles of Accounting Achievement Test (PAAT) pre-test and posttest with instructional package designed by researcher for collection data. The instrument was subjected to face and content validity by three experts and it obtained a reliability coefficient of 0.74 after being tested with the use of Cronbach Alpha. Data collected were analyzed using mean and standard deviation for the research questions and Analysis of Covariance for testing the null hypotheses at 0.05 level of significance. The study found among others that inquiry-based instruction strategy had positive effect on academic achievement of Business Education students in principles of accounting, there was a significant main effect of treatment of inquiry-based on academic achievement of universities Business Education students in principles of accounting ($F= 135.759;P=.000$) and that there was no significant gender effect of inquiry-based instruction on academic achievement of universities Business Education students in principles of accounting ($F= 20.356;P=0.000$). It was recommended, among others, that papers, journals and book publications should be made available on effective usage of inquiry-based instruction strategy for academic improvement, mutual cooperation among students regardless of their gender should be exposed to inquiry-based instruction strategy for teaching principles of accounting. This is because the strategy is beneficial to both sexes.

Keywords: Inquiry-Based, Lecture. Instruction Strategies, Academic Achievement

Introduction

Educational programmes are often time designed to equip students with needed skills, knowledge, attitudes and capabilities to be useful in life and society. The only way this can be made possible is to impart knowledge, professional skills and the right attitudes that are relevant to societal needs through the use of instruction strategies that make students active learners. Teaching methods are strategies and techniques needed for instructions. Since the introduction of Business Education into Nigerian Universities, it is perceived by Bode (2016) that lecture and discussion instruction strategies are predominantly used by lecturers. Today, due to expansion in knowledge, complexity of the world of work and increased use of technology, these instruction strategies need to be re-examined in tune with the current instruction strategies. The realities of the 21st century demand that students should understand the basic concepts at a deeper level and be able to think critically so as to solve problems. Among instruction strategies that can make

students active learners and capable of thinking critically are case study, cooperative, demonstration, problem-based, project-based and inquiry-based teaching methods (Amos, 2017).

Inquiry-based teaching has been closely associated with other instruction strategies such as problem-solving, laboratory instruction, project-based learning, cooperative learning and discovery instruction (Slavin, 2016). According to Turkmen (2011) inquiry instruction is the intentional process of determine the root cause of problems, critiquing experiments, and distinguishing alternatives, planning investigations, researching conjectures, searching for information, constructing models, debating with peers and forming coherent arguments. It is a learning method that starts by posing questions, problems or scenarios rather than simply presenting established facts or portraying a smooth path to knowledge. Students arrive at an understanding of facts by themselves and the duty of learning rests with them. This method encourages students to build research skills that can be used throughout their educational experience.

Meanwhile, lecture instruction strategy being the oldest instruction strategy communicated from ancestors to descendants by word only, transmitted from age to age without writing in form of rote study. According to Ojetunde (2012), lecture method is a strategy whereby the lecturer pours down all the facts and figures he had prepared for the lesson without allowing students' participation except perhaps at the end of his lecture when students are allowed to ask questions. Kilani (2010) defines lecture method as the oldest, easiest, cheapest and most familiar but most abused and least effective method in many respects and circumstances. The method is characterized by the active teacher who does all the talking throughout the lesson and the passive pupils or students merely listen or take down notes of the important points in the lecture. There is more pressure on students as lectures focus on subject contents rather than making learning environments more interactive. All the above instruction strategies impact on academic achievement of students.

Regular poor academic achievement by the many students is primarily connected to application of ineffective instruction strategies by lecturers to inculcate knowledge to students (Adunola, 2014). Substantial study on the effectiveness of instruction strategies shows that the quality of teaching is often reflected by the achievement of learners. According to Ayeni (2013), instruction is a process that involves bringing about desirable changes in students so as to achieve specific outcomes. In order for the strategy used for teaching to be effective, Abolaji (2013) maintained that lecturers need to be current with difference instruction strategies that take recognition of the magnitude of complexity of the concepts to be covered. Aka (2015) defined academic achievement as the index of general mental abilities which are responses to test of different kinds. Walker and Lofty (2017) in support of Aka (2015) explained that academic achievement is the general school disciplines as exhibited by intellectual functioning. A student can be above average, average or below average in his or her cognitive class functioning.

Academic achievement by the majority business education students in principles of accounting at university level has largely been cited to be the result of ineffective instruction strategies by lecturers. On relented attempts have been made by lecturers and other educational tutors to inculcate or pass the nitty-gritty and the practicability of this course using different instruction strategies to ensure deeper understanding of concepts and engage in sustainable thinking that can result in self-reliance. As a result, this study is to determine the effects of cooperative, project-based and inquiry-based instruction strategies on business education students' academic achievement in principles of accounting in universities in Ogun State Nigeria. Ogun State Nigeria comprises 20 local government areas. In the state, there is one federal university, two state universities, and five private universities. Among these universities are

Olabisi Onabanjo University and Tai-solarin University of Education offering Business Education in different faculties and departments.

Several demographic variables, especially gender have been found to be important in academic achievement of students. Matthew (2012), Afon and Bamiwo (2015), Thompson (2016) identified gender as important antecedent variable in teaching and learning of business education subjects. Female were found to exhibit greater social distance, experience sexual tensions, fear and public scrutiny. Allen (2016) concluded that these reasons account for high female reluctance to actively participate in students' centered learning relationship from male students and vice versa. Mafo and Tunwagun (2010) found no relationship between gender and academic achievement of micro economics students. Foyeje (2017) found men to be more innovative, creative and proactive. Philip (2015) asserted that there is no statistically significant difference interaction effect between methods of teaching and Business Education students' academic achievement based on gender in universities, further stated that both gender benefit almost equally from any instruction strategy adopted by lecturers which implied that the contribution of both genders measurement was not significant. This study identified both gender academic achievements in relation to inquiry-based teaching methods on principles of accounting in universities in Ogun State.

Statement of the Problem

Achievement of students in universities has been identified as a critical element of graduates' survival. However, academic achievement of students in recent years, particularly in Principles of Accounting has posed a serious challenge which demands immediate solution. The achievement of students in Principles of Accounting has not been encouraging as many students often fail this course in universities. This poor achievement is evident in the analysis of 2014/2015, 2015/2016 and 2016/2017 academic sessions' results in two of the universities (Tai-Solarin University of Education and Olabisi Onabanjo University,) offering Business Education in Ogun state, Nigeria. The results are as found below: For 2014/2015 academic session, out of 520 students, 165 (38.7%) passed; while 355 (61.3%) failed. For 2015/2016 academic session, out of 456 students, 178 (44.5%) passed; while 278 (55.5%) failed and for 2016/2017 academic session, out of 640 Business Education students offering principles of accounting in the four universities, 216 students representing 33.2% passed; while 424 (66.8%) failed.

Though the situation presented above calls for concern, the factors responsible for this poor achievement are not clearly understood. However, the researcher's interaction with students and lecturers revealed that students complained that the accounting class is always one man's affair. They also complained that the method of teaching makes the subject to be exceptionally difficult. Lecturers on their part are of the opinion that students do not show enthusiasm and liveliness in Principles of Accounting class. It is therefore necessary to properly groom the students at this level to enable them improve their academic achievement in Principles of Accounting. Poor achievement of students in accounting subjects, particularly Principles of Accounting has assumed a serious dimension as seen in the analysis above. In the light of this, accounting lecturers need to seek suitable ways of tackling the current massive failure in Principles of Accounting if they are to halt the drifts of business education students to other educational courses. It is as a result of these reasons that this study was conducted to determine the effects of inquiry-based instruction strategy on Business Education students' academic achievement in principles of accounting in Ogun State universities.

Purpose of the Study

The main purpose of this study was to determine the effect of inquiry-based instruction strategy on Business Education students' academic achievement in principle of accounting in Ogun State universities. The specific purpose includes:

- 1 To assess the effect of inquiry-based instruction strategy on Business Education students' academic achievement in principles of accounting in Ogun State universities
- 2 To determine the effect of gender (male and female) on academic achievement of Business Education students taught principles of accounting using inquiry-based and lecture methods in Ogun State universities.

Research Questions

The study addressed the following research questions:

- 1 What is the gender difference between the academic achievements of students taught with inquiry-based instruction strategies in principles of accounting in Ogun State universities?
- 2 What is the difference between the academic achievements of Business Education students taught principles of accounting using project-based and lecture methods in Ogun State universities?

Hypotheses

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

- Ho₁: There is no significant difference in the mean academic achievement of Business Education students taught principles of accounting using inquiry-based instruction strategies and those taught with lecture teaching method in universities.
- Ho₂: There is no significant gender difference among the mean academic achievement of Business Education students taught principles of accounting with inquiry-based and lecture instruction strategies in universities.
- Ho₃: There is no significant interaction effect of treatment and gender on academic achievement of Business Education students taught principles of accounting with inquiry-based and lecture instruction strategies in universities.

Method

The research design employed in the study is quasi-experimental non-equivalent control group due to its suitability in establishing positive cause and effect relationship. This design is a non-equivalent, control group design that requires non-random assignment of participant into groups. This design is used for the study because intact classes are assigned to the two learning methods of inquiry-based teaching, and lecture method. This is because it was not possible for the researcher to randomly sample the students and assign them to groups.

Basically, the primary unit of sampling in this study is three federal and state owns university in south-west, Nigeria offering business education as at 2017/2018 academic session with a total of 370 business education students as provided by the Education Management information system (EMIS, 2017). This is because most universities operate an intact-group class structure. Thus, purposive random sampling technique was adopted in the selection of 200 level universities students in this study.

The universities selected for the study were on the following criteria:

- 1 universities which are state government owned
- 2 universities which are co-educational
- 3 universities where students offers business education
- 4 universities which have the same admission policy
- 5 universities situated in the Ogun State, Nigeria

Based on the above criteria two universities were randomly selected for the experiment from the two universities offering Business Education in Ogun State, Nigeria. They are Olabisi Onabanjo University, Ago Iwoye and Tai-solarin University of Education, Ijebu-Ode. The universities were chosen purposefully for proper representation because two instruction strategies and intact classes were needed for groups. A factorial research design of 2 x 2 was adopted to test null

hypotheses for the study. The first two factorial levels are the experimental group inquiry-based teaching methods and control group lecture teaching method and the second factorial level is gender occurring in either male (M) or Female (F). Of course, this design allowed for the experimental groups to receive treatment while the control group did not receive any treatment. However, both the experimental and control group received the pre-test and post-test before and after the treatment.

Three researcher designed instruments were used to collect data for the study. The instruments are titled: Instructional packages (Lesson plan) on inquiry -based, lecture and Principles of Accounting Performance Test. (PAPT) were drawn from five relevant themes (topics) in the 200 level Business education course content in the selected universities course books. The topics are correction of errors, suspense account, control account and incomplete records. It was scored 100%, the objective test carried 40% that is two marks for each item while the essay questions carried 60%. The range of scores obtainable was 0% -100%. The instruments were subjected to face and content validity. In drawing this, draft copies of the PAPT (Pre-test and Post-test), instructional packages on inquiry -based and lecture instruction strategy of the study were given to three experts. These experts were requested to scrutinize the items for relevance, clarity, content coverage or appropriateness of the instrument in addressing the purpose of the study. After necessary validation of the instruments, a pilot study was conducted at Kwara State University, Malete, using 42 students. The forty-two (42) students are 200 level students. The reliability of the instrument was determined by statistically analyzing the data collected from the pilot study using Cronbach Alpha. This reliability coefficient calculated for the instruments was 0.74. The data for the research questions were analyzed using mean and standard deviation. The hypotheses were tested using Analysis of covariance (ANCOVA) statistic at 0.05 level of significance.

Results

Research Question one

What is the difference between the academic achievements of students taught with inquiry-based instruction strategy in principles of accounting in Ogun State universities?

Table 1: Mean and standard deviation on effect of inquiry-based instruction strategies on students' academic achievement in principles of accounting

| GROUP | N | \bar{x} | SD |
|-----------------|-----|-----------|------|
| Inquiry-Based | 225 | 60.58 | 4.82 |
| Lecture | 153 | 49.46 | 4.69 |
| Mean Difference | | 11.12 | 0.13 |

The data presented in Table 1 revealed that the treatment group taught principles of accounting with inquiry-based instruction strategy had a post test mean score of 60.58 and standard deviation of 4.82 ($\bar{x} = 60.58$; $SD = 4.82$) while the control group taught principles of accounting with lecture method had a post test mean score of 49.45 and standard deviation of 4.69 ($\bar{x} = 49.45$; $SD = 4.69$) The result gave a mean difference of 11.12 which indicated that inquiry-based instruction strategy had preference on students' academic achievement in principles of accounting, The low standard deviation difference (0.13) showed that the scores of students did not differ in the way in which they are clustered around their respective mean scores. With this result, students' achievement in principles of accounting using inquiry-based method is more effective in teaching principles of accounting.

Research Question two

What is the gender difference between on the academic achievement of Business Education students taught principles of accounting using inquiry-based and lecture methods in South-West Nigeria universities?

Table 2: Mean and standard deviation on effect of gender on the academic achievement of Business Education students taught principles of accounting using inquiry-based and lecture method

| GENDER | N | Inquiry-based | | Lecture | | Mean Difference |
|--------|-----|---------------|------|-----------|------|-----------------|
| | | \bar{x} | SD | \bar{x} | SD | |
| MALE | 179 | 61.24 | 3.79 | 47.62 | 5.06 | 13.62 |
| FEMALE | 199 | 60.87 | 3.30 | 51.18 | 3.57 | 9.69 |

The data presented in the Table 2 showed that male students taught principles of accounting with inquiry-based method had a mean score of 61.24 standard deviation of 3.79 ($\bar{x} = 61.24$; $SD = 3.79$). In lecture method, male students had a mean score of 47.62 and standard deviation of 5.06 ($\bar{x} = 47.62$; $SD = 5.06$) giving a mean difference of male students of 13.61. The low standard deviation values in both the inquiry-based and lecture methods of male students indicated that the scores are clustered around the mean. While, female students taught principles of accounting with inquiry-based method had a mean score of 60.94 and standard deviation of 3.34 in the inquiry-based ($\bar{x} = 60.87$; $SD = 3.30$). The female students in lecture method had mean of 51.18 and standard deviation of 3.57 ($\bar{x} = 51.18$; $SD = 3.57$) with a mean difference of 9.76. The low standard deviation values in both methods of female students indicated that there is low variability in the scores. These results showed that male students taught principles of accounting with inquiry-based method had higher mean score than female students ($\bar{x}_{male} = 61.24$; $\bar{x}_{female} = 60.87$) and lecture method female students had higher mean score than male students ($\bar{x}_{male} = 47.62$; $\bar{x}_{female} = 51.18$) Hence, there is a slight difference attributed to gender on academic performance of students taught principles of accounting using inquiry-based method.

Test of Hypotheses

The null hypotheses for the study were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance and the summaries are presented in Tables 3 to 6 as follows:

Ho₁: There is no significant difference in the mean academic achievement of Business Education students taught principles of accounting using inquiry-based instruction strategy and those taught with lecture instruction strategy in universities.

Table 3: Summary of Analysis of Co-variance (ANCOVA) for Test of Significance of main effect treatment of inquiry-based method on academic achievement of students in principles of accounting

| Source | Type III Squares | Sum of Df | Mean Square | F | Sig. |
|-----------------|------------------------|-----------|-------------|---------|------|
| Corrected Model | 12783.559 ^a | 4 | 3195.890 | 213.307 | .000 |
| Pretest | 129.503 | 1 | 129.503 | 8.644 | .000 |



| | | | | | |
|--------------------|-------------|-----|-----------|---------|------|
| Treatment | 12357.986 | 1 | 12357.986 | 824.822 | .003 |
| Gender | 206.765 | 1 | 206.765 | 13.800 | .000 |
| Treatment * Gender | 304.982 | 1 | 304.982 | 20.356 | .000 |
| Error | 5513.600 | 368 | 14.983 | | |
| Total | 1200828.000 | 373 | | | |

a. R Squared = .699 (Adjusted R Squared = .695)

Significant @ sig<0.05

The data presented in Table 3 showed F-calculated values for effects of treatment of inquiry-based instruction strategy on students' academic achievement in principles of accounting. The Table showed that there was a significant main effect of treatment of inquiry-based on academic achievement of universities Business Education students in principles of accounting ($F_{(373,1)} = 824.822$; $P = 003$). Hence, the null hypothesis that stated that there is no significant effect of treatment of inquiry-based instruction strategy on the academic achievement of universities Business Education students taught principles of accounting was therefore rejected. This implied that teaching with inquiry-based instruction strategy has significant positive effect on the academic achievement of universities Business Education students in principles of accounting.

Table 4: Estimated marginal means of both the treatment and control group

| Groups | Mean | Std. Error |
|----------------------|-------|------------|
| Inquiry based method | 61.09 | .261 |
| Lecture method | 49.37 | .313 |

The data in Table 4 showed estimated marginal means for the two groups, i.e. the adjusted mean after the covariance. The Table revealed that the participants in experimental group performed better than their counterparts in control group because they had the highest adjusted posttest mean score (mean = 61.09) as against the adjusted posttest mean score of the control group (mean = 49.37). The implication here is that teaching with inquiry-based instruction strategy is effective for improving the academic achievement of universities Business Education students in principles of accounting.

Ho₂ There is no significant gender difference among the mean academic achievement of Business Education students taught principles of accounting with inquiry-based and lecture instruction strategies in universities.

Table 5: Summary of Analysis of Covariance (ANCOVA) for Test of Significance of gender effect on academic achievement of students in principles of accounting

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|--------------------|--------------------------|-----|-------------|-----------|------|
| Corrected Model | 1214275.423 ^a | 5 | 242855.085 | 16273.008 | .000 |
| Pretest | 119.987 | 1 | 119.987 | 8.040 | .005 |
| Treatment | 12497.664 | 1 | 12497.664 | 837.432 | .000 |
| Gender | 216.702 | 1 | 215.702 | 14.221 | .000 |
| Treatment * Gender | 301.020 | 1 | 291.020 | 20.000 | .005 |
| Error | 5566.577 | 373 | 14.924 | | |
| Total | 1219842.000 | 378 | | | |



| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|--------------------|--------------------------|-----|-------------|-----------|------|
| Corrected Model | 1214275.423 ^a | 5 | 242855.085 | 16273.008 | .000 |
| Pretest | 119.987 | 1 | 119.987 | 8.040 | .005 |
| Treatment | 12497.664 | 1 | 12497.664 | 837.432 | .000 |
| Gender | 216.702 | 1 | 215.702 | 14.221 | .000 |
| Treatment * Gender | 301.020 | 1 | 291.020 | 20.000 | .005 |
| Error | 5566.577 | 373 | 14.924 | | |
| Total | 1219842.000 | 378 | | | |

a. R Squared = .995 (Adjusted R Squared = .995)

Significant @ sig<0.05

The data presented in Table 5 showed F-calculated values of gender effect of inquiry-based instruction strategy on students' academic achievement in principles of accounting. The Table showed that there was no significant gender effect of inquiry-based method on academic achievement of universities Business Education students in principles of accounting ($F_{(373,1)}=14.221$; $P = 000$). Hence, the null hypothesis that stated that there is no significant gender difference among the mean academic achievement of Business Education students taught principles of accounting with inquiry-based and lecture instruction strategies in universities was not rejected. This implied that the academic achievement of male and female business education students taught principles of accounting with inquiry-based instruction strategy did not differ significantly.

H0₃ There is no significant interaction effect of treatment and gender on academic achievement of Business Education students taught principles of accounting with inquiry-based and lecture instruction strategies in universities.

Table 6: Summary of Analysis of Covariance (ANCOVA) for Test of Significance of interaction effect on treatment and gender on academic achievement of students in principles of accounting

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|--------------------|--------------------------|-----|-------------|-----------|------|
| Corrected Model | 1214275.423 ^a | 5 | 242855.085 | 16273.008 | .000 |
| Pretest | 119.987 | 1 | 119.987 | 8.040 | .005 |
| Treatment | 12497.664 | 1 | 12497.664 | 837.432 | .000 |
| Gender | 216.702 | 1 | 215.702 | 14.221 | .000 |
| Treatment * Gender | 301.020 | 1 | 291.020 | 20.000 | .005 |
| Error | 5566.577 | 373 | 14.924 | | |
| Total | 1219842.000 | 378 | | | |

a. R Squared = .995 (Adjusted R Squared = .995)

Significant @ sig<0.05

The data presented in Table 6 showed F-calculated value for interaction effect of treatment and gender on secondary school students' academic achievement in principles of accounting. The Table showed that there was no significant interaction effect of treatment of Socratic method and gender on academic achievement of students in principles of accounting ($F=20.00$; $P = 0.005$). Hence, the null hypothesis that stated that there is no significant interaction effect of treatment of inquiry-based instruction strategy and gender achievement of

universities Business Education students taught principles of accounting was therefore not rejected. This implied that interaction between treatment and gender has no effect on the academic achievement of students in principles of accounting. This means that the effects observed are due to the main treatment given to students.

Discussion of findings

Table 1 revealed that inquiry-based method is effective in the teaching of principles of accounting for it improved students' academic achievement in principles of accounting. Table 3 clearly revealed that there is no significant effect of treatment of inquiry-based instruction strategy on the academic achievement of universities Business Education students taught principles of accounting was therefore rejected. This implied that teaching with inquiry-based instruction strategy has more positive effect on the academic achievement of universities Business Education students in principles of accounting. This means that the effect observed are due to the main treatment given to students. Table 4 showed that teaching with inquiry-based instruction strategy is more effective for improving the academic achievement of universities Business Education students in principles of accounting. This finding buttressed the discovery of Song-Ling and Chumyen (2013) that the inquiry-oriented instruction method produced significantly more positive attitudes towards the subject matter among science students that did the traditional lecture method. More so, inquiry instruction strategy significantly promotes positive attitudes towards learning among group participation. The study also found that there was a significant main effect of treatment of inquiry-based on academic achievement of universities Business Education students in principles of accounting ($F_{(373,1)} = 837.432$; $P = 000$). This means that inquiry-based is effective in improving the academic achievement of Business Education students in principles of accounting.

In addition, Table 2 showed that there is a slight effect attributed to gender on academic achievement of students taught principles of accounting using inquiry-based method. Table 5 affirmed that there is no significant interaction effect of treatment of inquiry-based instruction strategy and gender on the academic achievement of universities Business Education students taught principles of accounting was therefore not rejected. This implied that interaction of treatment and gender has no significant effect on the academic achievement of students in principles of accounting. This means that the effects observed are due to the main treatment given to students. This corroborated the findings of Oyewole (2017) that the test of interaction showed that gender had no significant interaction with teaching approach on students mean achievement. Statistics show that the literacy rate is 73 percent for men and 48 percent for women showing that gender gap in literacy rates at post basic level of education stood at 79 percent for boys and 61 percent for girls (Oyesola, 2018).

Conclusion

Based on the findings of the study, it was concluded that Inquiry-based is the most effective instruction strategy principle of accounting in universities in Ogun State, Nigeria, followed by lecture method. The implication therefore is that the lecture method that is predominantly used in teaching principles of accounting is not as effective as the method. This could be responsible for the poor achievement of students in principles of accounting in universities. The continued use of this method means that students may continue to perform poorly and accounting skills may not be adequately acquired. Furthermore, business education students may continue drift to other educational courses.

Recommendations

Based on the findings of the study, the following recommendations are considered plausible and necessary:

1. Business education students regardless of their gender should be exposed to inquiry-based instruction strategy for teaching principles of accounting. This is because the method is beneficial to both sexes
2. Lecture method which seems to be cheapest and easiest method should be minimized, while lecturers should prepare adequate leading questions / cases / scenario that can motivate inquiry-based teaching in learning principles of accounting.
3. Institutions should encourage business educators in using inquiry-based instruction strategy by organizing seminars, conferences and workshops to expose them its proper usage.
4. Papers, journals and book publications should be made available for effective usage of inquiry-based instruction strategies for academic improvement, mutual cooperation among students and students' involvement in the learning process.

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IMPACT OF TECHNOLOGIES ON TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS

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Abstract

The study assessed the impact of technologies on teaching and learning of business education courses in public tertiary institutions in Kwara State. Four Objectives, questions and one hypothesis guide the study. Descriptive survey research design was used for the study. A total of 40 business education lecturers in public tertiary institutions in Kwara state was selected. A questionnaire with Cronbach reliability of 0.70 was the instrument used for data collection. Percentages and mean score were used to analyze the data to answer the research questions while independent samples t-test were used to analyze the hypothesis. The result of the data collected and analyzed indicated that technologies have a positive impact on the teaching of business education courses in public tertiary institutions. The result of the null hypothesis showed no significant difference in the mean rating of respondents. It was concluded that new technologies have a positive impact on the teaching of business education courses. It was recommended among others that institutional administrators should encourage business teachers through sponsorship to acquire knowledge and skills in the usage.

Introduction

Technology could be defined as the application of the scientific method to solving problems in our daily life, (Nwoji, 2012). But in the perspective of business education, technology can be seen as the application of scientific method to solving problems regarding impartation of skills to learners to meet the changing needs and demands of the society. Technologies which revolve round the use of internet and resources have emerged that are aimed at improving productivity. Typical examples of internet teaching and learning media that facilitate teaching and learning in business education include: Projectors, E-mail, Smart boards, Mimeo boards, Teleconferencing, Video Conferencing, E-book Reader and Streaming Videos, (E-How, 2012). Technologies in business education are designed to prepare students for a variety of careers in high-tech business offices. It is not easy to develop taxonomy of technologies in business education because of their diversity and evolution in structures and functions. Technologies in teaching and learning business education subjects according to Ezenwafor (2012) include: Using broadcast materials or CD-ROM for information collection and storage, using micro-computers with software applications to write or produce documents., skillful keyboarding, E-mailing and messaging, internet browsing using search engines, windows, messenger, yahoo, chat room, etc. opaque projector, slide projector and multi-media projector

No doubt, the emergence of technologies such as modern computers, word processor, the internet, automobile teller machines, reprographic machines, micrographic machines, accounting machines, the modern telephonic system, including handset and multimedia among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things (McCubbrey, 2002). Morton (2012) listed a number of emerging technologies which include: power point, (slide presentation), blogging, mobile devices, iTunes, screen casting, augmented and virtual reality, twitter, wikis, voice thread, voice recognition, web, video and teleconferencing and YouTube. Others include video conferencing, interactive white board,

online library, data bases, LCD projector, internet enable phones and hybrid devices that combine two or more of these facilities and not forgetting ones that guarantee the application of standard file format such as HTML, PDF, GIT, JPEG, and MPEG.

The ever-changing role of technology continues to be a challenge for all educators especially business educators. The incorporation of this knowledge and the constant maintenance and updating of hardware is a real challenge for business educators

Statement of the Problem

Business education lecturers are expected to integrate information and communication technology in the teaching and learning process, they ought to use technology so that it supports instruction and enables learners to use technology as an important tool to meet their information and learning needs. Has business education curriculum fully embraced the use of these new technologies or methods in teaching and learning of Business Education courses? Are the ICT resources available for use by the teachers in teaching and learning of business education courses? However, it is uncertain whether the tertiary institutions in Kwara State of Nigeria are utilizing technologies effectively to enhance teaching and learning ability of Business Education Students.

Purpose of the Study

The main purpose of this study is to determine the impact of technologies on teaching of business education courses in tertiary institutions in Kwara State. The specific purpose sought to determine the impact of technologies on delivery of lectures, keeping of students records, preparation of lessons and method of assessment of students in tertiary institutions in Kwara State.

Research Questions

For the purpose of this research, the following questions were formulated:

To what extent have technologies impacts delivery of lectures, keeping of students records, preparation of lessons and method of assessment of students in tertiary institutions in Kwara State?

Research Hypothesis

Ho: There is no significant difference between the mean responses of male and female lecturers regarding the impact of technologies on the teaching of business education courses in tertiary institutions

Methodology

The design of the study was descriptive survey. The population which also served as sample comprised 40 business education lecturers from the public owned tertiary institutions in Kwara State. The population was manageable hence there was no sample. The instrument for data collection was a questionnaire. It has two parts. Part A contained items which has information on demographic variables of the respondent while Part B contained items that have information concerning the research questions. The questionnaire was structured on a 4-point scale of Strongly Agree, Agree, Strongly Disagree, Disagree. The questionnaire was validated and verified by experts in business education and measurements and evaluation. The instrument had a reliability of 0.70. Percentage and Mean score was used to analyze the research questions. A cut off point of 2.50 was set to accept or reject items of the instrument. Mean of 2.50 shows agreed, while less than 2.50 shows disagreed. T-test was used to test the hypothesis at 0.05 level

of significance. If the calculated t-value is less than table value the hypothesis is retained, on the other hand, t-calculated which is above the table value hypothesis is therefore rejected.

Results

Research Question One: To what extent does technologies impact the delivery of lectures in tertiary institutions in Kwara State?

Table1: Respondents mean rating on the extent to which technologies has impacts on the delivery of lectures in tertiary institutions in Kwara State

| S/N | ITEM STATEMENT | VHE | HE | LE | NE | Mean |
|----------------------|--|---------------|--------------|----|----|-------------|
| 1 | The use of modern computers help lecturers to deliver lectures well in the classroom | 40 (100%) | 0 | 0 | 0 | 4.00 |
| 2 | The availability of the ICT equipment enables better teaching of business education | 39 (97.9%) | 1 (2.1%) | 0 | 0 | 3.98 |
| 3 | The use of projector makes teaching easy | 36 (9.7%) | 4 (8.3%) | 0 | 0 | 3.92 |
| 4 | Instructional software facilitates teaching of basic skills through drill and practice | 38 (95.8%) | 2 (4.2%) | 0 | 0 | 3.96 |
| 5 | The use of interactive whiteboard enable lecturers and students play active roles in the classroom | 39 (93.8%) | 3 (6.2%) | 0 | 0 | 3.94 |
| 6 | The use of phones and hybrid devices enhance students' motivation | 35 (84.4%) | 7 (14,6%) | 0 | 0 | 3.85 |
| 7 | Electronic mail enhances communication in education | 38 (95.7%) | 4 (8.3%) | 0 | 0 | 3.92 |
| 8 | Video teleconferencing enable ease delivery lessons | 38 (95.8%) | 2 (4.2%) | 0 | 0 | 3.96 |
| 9 | Video library enables quick access to teaching resource materials online. | 35 (93.8%) | 3 (6.2%) | 0 | 0 | 3.94 |
| 10 | The use of modern computers has positive impact on teaching and learning | 39 (84.4%) | 7 (14,6%) | 0 | 0 | 3.85 |
| Weighted mean | | | | | | 3.93 |

Table 1 shows the extent technologies impacts the delivery of lectures in tertiary institutions in Kwara State. The weighted mean is 3.93 which is an indicator that technologies greatly impacts the delivery of lectures in tertiary institutions in Kwara State.

Research Question 2: To what extent have technologies impacts the keeping of student’s records in tertiary institutions in Kwara State?

Table 2: Respondents mean rating on the extent to which technologies has impact the keeping of student’s records in tertiary institutions in Kwara State

| S/N | ITEM STATEMENT | VHE | HE | LE | NE | Mean |
|-----|---|---------------|--------------|----|----|------|
| 1 | The use of modern computers help to keep students records | 32 (84.4%) | 7 (14,6%) | 0 | 0 | 3.85 |
| 2 | The availability of ICT wireless classroom enables teachers to keep students records. | 38 (95.7%) | 4 (8.3%) | 0 | 0 | 3.92 |
| 3 | Instructional software facilitates keeping of students record | 37 (95.8%) | 2 (4.2%) | 0 | 0 | 3.96 |
| 4 | Internet enables lecturers to keep students | 36 | 3 (6.2%) | 0 | 0 | 3.94 |



| | | | | | | |
|----------------------|--|------------|----------|---|---|-------------|
| | record | (93.8%) | | | | |
| 5 | The use of interactive whiteboard helps to keep students record | 40 (100%) | 0 | 0 | 0 | 4.00 |
| 6 | The use of modern computer has a positive impact on keeping students records | 39 (97.9%) | 1 (2.1%) | 0 | 0 | 3.98 |
| 7 | Electronic mail enhances better keeping of students records | 38 (95.7%) | 4 (8.3%) | 0 | 0 | 3.92 |
| Weighted Mean | | | | | | 3.37 |

Table 2 shows the extent to which technologies has impact the keeping of student's records in tertiary institutions in Kwara State. The weighted mean is 3.37 which is an indicator that technologies impacts the keeping of student's records in tertiary institutions in Kwara State.

Research Question 3: To what extent have technologies impacts the preparation of lessons in tertiary institutions in Kwara State

Table 3: Respondent mean rating on the extent to which technologies has impacts on the preparation of lessons in tertiary institutions in Kwara State

| S/N | ITEM STATEMENT | VHE | HE | LE | NE | Mean |
|----------------------|---|------------|----------|----|----|-------------|
| 1 | The use of modern computers helps in preparation of lesson plans | 36 (95.8%) | 2 (4.2%) | 0 | 0 | 3.96 |
| 2 | The availability of the ICT facilities helps in preparation of lesson plans | 35 (93.8%) | 3 (6.2%) | 0 | 0 | 3.94 |
| 3 | Phones and hybrid devices helps in preparation of lessons | 48 (100%) | 0 | 0 | 0 | 4.00 |
| 4 | Instructional software helps in preparation of lessons | 37 (97.9%) | 1 (2.1%) | 0 | 0 | 3.98 |
| 5 | The use of modern computers help in preparation of lessons | 34 (93.7%) | 4 (8.3%) | 0 | 0 | 3.92 |
| 6 | Video library helps in preparation of lessons | 37 (97.9%) | 1 (2.1%) | 0 | 0 | 3.98 |
| Weighted Mean | | | | | | 3.96 |

Table 3 shows the extent to which technologies has impacts the preparation of lessons in tertiary institutions in Kwara State. The weighted mean is 3.96 which is an indicator that new technologies greatly impacts the preparation of lessons in tertiary institutions in Kwara State.

Research Question 4: To what extent do new technologies impacts the method of assessment of students in tertiary institutions in Kwara State

Table 4: Respondent mean rating on the extent to which technologies has impacts on the method of assessment of students in tertiary institutions

| S/N | ITEM STATEMENT | VHE | HE | LE | NE | Mean |
|-----|--|------------|----------|----|----|------|
| 1 | The use of modern computers help in assessing students | 35 (93.8%) | 3 (6.2%) | 0 | 0 | 3.94 |
| 2 | The availability of the wireless classroom helps in assessing students | 38 (100%) | 0 | 0 | 0 | 4.00 |
| 3 | Instructional software helps in assessing students | 37 (97.9%) | 1 (2.1%) | 0 | 0 | 3.98 |
| 4 | The use of interactive whiteboard helps in assessing students | 34 (93.7%) | 4 (8.3%) | 0 | 0 | 3.92 |
| 5 | Phones and hybrid devices helps in | 35 | 3 | 0 | 0 | 3.94 |

| | | | | | | | |
|----------------------|--|---------|--------|---|---|-------------|--|
| | assessing students | (93.8%) | (6.2%) | | | | |
| 6 | Video teleconferencing helps in assessing students | 40 | 0 | 0 | 0 | 4.00 | |
| | | (100%) | | | | | |
| 7 | The use of modern computers help in assessing students | 47 | 1 | 0 | 0 | 3.98 | |
| | | (37.9%) | (2.1%) | | | | |
| Weighted Mean | | | | | | 3.97 | |

Table 5 shows the extent to which technologies has impacts on the method of assessment of students in tertiary institutions in Kwara State. The weighted mean is 3.97 which is an indicator that technologies greatly impacts the method of assessment of students in tertiary institutions in Kwara State.

Research Hypothesis

H₀₁: There is no significant difference between the mean responses of male and female lecturers regarding the impacts of technologies on the teaching of business education courses in tertiary institutions

Table 6: Summary of t-test Analysis on significant difference between the mean responses of male and female lecturers regarding the impacts of technologies on the teaching of business education courses in tertiary institutions

| Gender | N | Mean | SD | t | Df | Sig. | Remark |
|--------|----|---------|---------|-------|----|------|-----------------|
| Male | 27 | 20.1100 | 3.23327 | -.475 | 47 | .632 | Not Significant |
| Female | 23 | 20.3344 | 3.10302 | | | | |

Table 6 shows the significant difference between the mean responses of male and female lecturers regarding the impacts of technologies on the teaching of business education courses in tertiary institutions. The finding revealed that there was no significant difference in (t = -.475; df = 47; P > 0.05). This implies that mean responses of male and female lecturers regarding the impacts of technologies on the teaching of business education courses in tertiary institutions is not significantly different.

Discussion of findings

The findings among others revealed that technologies greatly impacts the delivery of lectures in tertiary institutions in Kwara State. The findings showed that technologies like modern computer, class blog, LCD projector, CD Rom, DVD and modem, laser printer, USB drive, microphones, internet enable devices and hybrid devices, video teleconferencing, electronic mail, instructional software, etc are accessible for teaching of business education courses in tertiary institutions while technologies like digital camera, interactive whiteboard and video library are not accessible for teaching of business education courses. The study is in line with Azih (2011) who found that polytechnics in Nigeria do not have sufficient technological facilities for teaching the practical based business education courses. The study also revealed that there is no significant difference in the mean response of male and female lecturers regarding the impacts of new technologies on the teaching of business education courses in tertiary institutions. This means that lecturers' opinion did not differ statistically significantly. These findings support the earlier findings of Adegbenjo (2014) who observed that emerging technologies have significant positive effects on teaching and learning. She further stated that the impact of emerging technologies is felt by all stakeholders in education.

Conclusion

Following the analysis of data presented above it can be inferred from the findings that there is of technologies impacts teaching business education courses in higher institutions. Therefore, lecturers are left with the responsibility to make use of them for the proper teaching. Since the technologies are accessible, adequate utilization of it should be supervised in order to make students possess competencies and longlife skills before they enter into the world of work

Recommendation

The following recommendations are made:

1. The school should incorporate the technologies in the curriculum of business education courses.
2. Efforts should be made by teachers to go for training, particularly to learn the operation of those technologies, to be able to teach their students
3. Teachers should endeavor to always update their skills on new methods in instruction and knowledge to improve on their performance.
4. Government should also be ready to allocate substantial amount of money to education from the annual budget. This would greatly improve quality and standard of education in the country.
5. The curriculum of business education programme should also be reviewed to reflect the current developmental and technological changes in the country.

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EFFECT OF INDIVIDUALISED INSTRUCTION ON THE ACADEMIC PERFORMANCE OF PUPILS' IN BASIC SCIENCE AND TECHNOLOGY

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Abstract

Poor Performance in basic science and technology at the primary school level of education might be as a result of inappropriate use of teaching strategy by the teachers. Based on this reason, the researcher examined the effect of individualized instruction on academic performance of pupils in Basic science and technology in Ilorin East LGA Kwara state. Pre-test post-test quasi-experimental control group research design was adopted. Purposive sampling technique was used to select primary 5pupilsschools because of their ability to answer questions on performance test. Random sampling technique was used to select 4 schools, two public and two private. Pupils Basic science and Technology Performance Test (PBTPT) was used as pre-test and post-test respectively. The instrument was validated by the science teachers. Thus, Pearson Product Moment Correlation (PPMC) was used to determine the reliability coefficient of the instruments and the reliability coefficient of 0.83 was obtained. The treatment lasted for 6 weeks and it was carried out by the researcher and the research assistants who are class teachers of the schools selected. The procedure adopted was to give pre-test developed based on the topics chosen to the pupils before the treatment. After this, those in the experimental group were taught the selected topics using individualized instruction and control group were taught using conventional method. Data collected were analyzed using Analysis of Covariance (ANCOVA). All the hypotheses were tested at 0.05 level of significance. The results showed that, there was a significant effect of treatment on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = 12.498; P < 0.05$), there was no significant effect of gender on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = .711; P > 0.05$), there was no significant effect of school-type on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = 4.082; P > 0.05$), It was concluded that individualized instructional method is effective in teaching basic science. Based on the findings, the following recommendations were made that individualized instructional method should be adopted by science teachers as the strategy to be used for the content delivery and that gender and school types should be considered while using individualized instructional strategy.

KEY WORDS: Individualized instruction, Basic science, Technology, Gender, School-type

Introduction

Basic Science and Technology Education is the way in which learners in basic schools try to learn and understand their environment, observe and explore their environment. Science should be introduced to children even before they get to primary school in order for the children to learn quickly while in primary school. Children at their early years learn quickly using all their senses and the whole body to take sensation and to experience the global village they are. By this time in their lives, they like playing with most of their time. Through play activities, they explore and develop social, emotional, psychomotor, language and physical developments

(Ewesor&Beatrice, 2015). Children are biologically prepared to learn. They are inquisitive and eager to satisfy their curiosity at the slightest opportunity (Concenzio & French, 2002)

The National Policy on Education (2004) stated one of the objectives of primary education as the laying of a sound basis for scientific and reflective thinking. This is based on the Federal Government of Nigeria adoption of science education as an instrument par excellence of national development (Ogunkola, 2000). Therefore, many subjects are been taught at the primary level of which basic science and technology is one of the core subjects. Almost all young children in all environments do science and they engross in scientific thinking, constructing a framework of relationship within which factual information can be organized into meaningful and useful concept (Brewer 2007). Ogunleye (2000) averred that science as human activity concerned with the understanding of our world. Science is also regarded as the cornerstone of technological and development of any nation. To achieve the objective of laying a sound basis for scientific and reflective thinking, the teaching of science especially at primary level must be given attention.

As one may be aware that science is the basis on which modern day technological breakthrough is gummed. Some scholars according to their own views have averred Science. Igwe (2003) opined that science as a systematic study of the nature of the behaviour of the material and physical universe through observation, experimentation, measurement and recording. Up to date, countries in the world, especially developing ones like Nigeria, are struggling to develop technologically and scientifically, since the world is turning Scientific and all proper functioning of lives depend greatly on Science. According to Ogunleye (2006), Science is a dynamic human activity concerned with knowledge of our world. This understanding helps man to know more about the universe with the help of technology.

Technology is the systematic ways of making and doing things. It also refers to the application of Arts, science, processes, ideas, skills, tools and machines to solve human problem. Technology includes the use of both sophisticated (highly advanced) and non-sophisticated (simple) tools and method to work effectively (Laye, 2005). In the past, service delivery in educational setting has been done through numerous means; from verbal communication to prints and use of instructional materials like pictures and charts. As technology is creating changes in all aspect of our societal life, it is also changing our expectations of students learning, how they learn, and where they learn so as to function in the new world order (Abimbade, 2005).

Kolawole (1999) illustrated part of earliest traits display by a child is his manipulative skills and that he should be exposed to handling many objects in the environment. This is an implication that any effective teaching should be rest effectively on a basis of adequate resources which is very essential when it comes to teaching and learning of Basic science and technology. All the same, the efforts to make science and technology education effective, there has been poor performance of students in science at the secondary school final examination which have consequently led to the low enrolment in tertiary level of education in science related courses (Okoronka, 2004). This poor performance has been traced to the poor science and technology teaching and learning pupils are exposed to at the primary level which is to serve as the basic foundation. This lack of interest in secondary school students and undergraduates has generated much concern about the teaching and learning processes of science and technology especially at the foundation level which is the primary level which usually lead to poor academic performance (Balogun, 2000).

Poor pupils' basic science and technology performance, according to Aremu (2003), is one that is measured by examiners as falling below an anticipated standard. Yusuf and Saadu, (2017) submitted that this poor performance has been attributed to the inability of the pupils to learn, unlearn, and re-learn and the inadequacies in parents efforts to make pupils' read at their various home in order to master and discover new thing on their own different from what they

have been taught and exposed to in school. Neglecting the fact that the teacher is a major influential agent with principles and practices put in place in the teaching and learning procedures in the classroom i.e, both teaching and learning depend on the abilities of teacher to drive home lessons with the appropriate use of instructional materials.

Olakulehin (2007) advocated that any inadequacies in the classroom principles and routines of teachers are likely to influence the achievement, attitude and behaviour of the learner since pupils are the product of such action. Afolabi (2003) also stated that always times poor-achievement by pupils' performance are always linked to the inability on the part of pupils to understand what has been taught neglecting the fact that the totality of what took place around the learners amount to what influences the learners' performance most especially the teachers and their classroom practices in Basic science. This was also evident in pupils' performance in Basic Science and Technology according to Yusuf and Saadu,(2017) in Common Entrance Examination result 2016,2017, 2018 and 2019 respectively where about 65% of the pupils failed aspect of Basic science and Technology in Ekiti Local Government Area of Kwara State. Due to inappropriate use of classroom instruction such as individualised instruction.

Individualised instruction is an instructional mode that is tailored to the need and ability of individual learners. It is an individual-oriented method which seeks to identify the needs of individual, be it physical, social, emotional or intellectual. Individualised instruction means giving suitable instruction to each student. It is not teacher centered, and different students-centered and the purpose is helping students learn what they need using their own learning style and at their own pace (Mbakwem,2001)

Individualised instructional method promotes maximum interaction between and among Social Studies students to enhance efficient decision making while discussing and analyzing social issues. Oyibe and Nnamani (2014) stated that "the method encourages the development of critical thinking and inquiry spirit through interaction, negotiations and clarifications of basic content or ideas because through individualised learning, students enjoy the liberty to advance their own ideas and to benefit from the ideas and views of others. The use of individualised instruction in teaching Social Studies, basic science and the like in schools enables the teachers to see each learner as a unique being that possesses certain peculiar traits, potentials, and abilities. Therefore, it is expected that the teacher should ensure that the unique qualities are carefully put into consideration in the teaching/learning process.

Nnamani and Oyibe (2016) in their study of the effects of individualised instructional method on secondary school students' achievement social studies. Found that students taught Social Studies using individualized instructional method performed better than those taught Social Studies using traditional instructional method. The study also proved that female students in both experimental and placebo groups performed better compared to the performance of male students in Social Studies classroom instruction

Nela,Vesna and Jelena (2018) submitted that Teachers aware and believed that individualised instruction approach is necessary to use in teaching and learning science subjects like mathematics, basic science and technology, etc. This claim is also supported with the fact that they believed that the reasons offered supporting the adaptation and adjustment of the teaching process to different learning abilities of students, relating to both student activity and teacher activity, are valid, and that this is necessary to be done. The results of their study revealed that there students taught using individualized instruction performed better than those students taught using conventional method of teaching in science subjects

Some researchers have reasonably carried out studies on many strategies that would promote the understanding and facilitate the acquisition of some scientific skills in basic science and technology. In public library programme it has been documented and reported all-round the globe. For instance, Olasehinde,(2005). The availability, teacher's awareness and utilization of

primary school environmental science resources, Salami and Olotu, 2014 Teachers' Awareness and Improvisation Skills of Scientific Visual Resources as Determinant Of Pupils Learning Outcomes in Basic Science and Technology, Yusuf and Saadu (2017) also investigated the effects of utilisation of ICT gadgets on academic performance of pupils in Basic science and technology, Nnamani and Oyibe(2016) researched into the effects of individualised instructional method on secondary school students' achievement social studies.

Some researchers recommended the adoption of individualised instruction in the teaching and learning of pupils in all subjects especially in basic science and technology because of its reported effect on pupils' performance and their attitude towards learning of basic science and technology. Therefore, individualised instruction is given priority in this research work. Though from the foregoing, some researchers had investigated into some strategies from different fields, none has worked on the effects of individualised instruction on academic performance on pupils in basic science and technology especially from the location where this study covered

Gender difference in science subjects like, basic science and technology, numeracy, etc is referred to crucial aspect of school achievement (Schrader & Helmke, 2003). However, the picture of gender differences in basic science and technology, numeracy achievement is less clear (Hannover & Kessels, 2011; Stanat et al, 2012). While in some studies boys exceeded girls in basic science and technology, numeracy achievement, in some other studies no gender differences in basic science and technology and numeracy achievement were found. Machin and Pekkarinen (2008) submitted that mixed evidence for gender differences in school performance could be illustrated in part by a higher difference of males in comparison to females' school performance especially in basic science and technology. Yusuf and Saadu (2017) also maintained that there was no significant effect of gender on academic performance of pupils in basic science and technology. This is one of the existing gaps which triggered the conduct of this study to establish whether or not that the performance is gender stereo-type

Better understanding of the effect of school variables on learning is necessary because policy may influence the characteristics of public schools, and the cost of private schools through vouchers and scholarship. Abia (2005) stated that, besides to educational materials supplied to school, the geographical location of a school also influences teaching and learning of students and hence the level of pupils' academic performance. Therefore, type of school dictates what is taught, how it is taught and what materials are available. Abia further maintained that where educative materials are deprived, pupils suffer from academic deterioration and mental imbalance. Also, where the teacher relates positively with the pupils, the school became their academic endeavour while some researchers submitted that there are differences between the performance of pupils from private school and public school respectively. This is also what informed the conduct of this study to establish whether or not the performance of pupils in any subjects especially in basic science and technology is base school-type.

Statement of the Problem

Basic Science and Technology Education is the processing which pupils in basic schools try to learn and understand their environment, observe and explore the environment. It has to do with laying of a sound basis for scientific and reflective thinking. This is based on the Federal Government of Nigeria adoption of science education as an instrument par excellence of national development. It is one of the core subjects offered at both pre-primary and primary school level. Poor performance in basic science and technology at this level of education might be consequences of inappropriate use of classroom principles and practices to include improvisation of instructional materials to aid understanding of the subject matter in the absence of real-materials by the teachers. This has been a source of focus to all elites in education more

especially that basic science and technology is a major subject in schools. The poor academic performance in basic science and technology was also evidence in 2019/2020 common entrance examination and during the interschool competition where pupils failed the aspect of basic science and technology. Based on this reason, the researcher investigated the effects of individualised instruction on pupils' academic performance in basic science and technology in Ekiti Local Government Area of Kwara state.

Research Hypotheses

The following research hypotheses were formulated to guide the study

H₀₁: There is no significant main effect of treatment on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

H₀₂: There is no significant main effect of gender on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

H₀₃: There is no significant main effect of school type on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

H₀₄: There is no significant interaction effect of treatment and gender on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

H₀₅: There is no significant interaction effect of treatment and school-type on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

H₀₆: There is no significant interaction effect of gender and school-type on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

H₀₇: There is no significant interaction effect of treatment, gender and school-type on academic performance of pupils in basic science and technology in Ekiti Local Government Area of Kwara State.

Methodology

This study adopted the pre-test post-test quasi-experimental control group research design. Purposive sampling technique was used to select 4 primary schools because of certain characteristics (Boy and Girl) that relevant to the conduct of this study while random sampling technique was used to select 2 schools one public and one private. Pupils' Basic science and Technology Performance Test (PBTPT) was used. This instrument was used as pre-test before the treatment was administered and also as post-test after the treatment. It was given to both experimental and placebo groups based on topics from the curriculum which pupils were exposed to. The instrument was validated by the science teachers. Items used were established using test retest. Thus, the Pearson Product Moment Correlation (PPMC) was used to determine the reliability coefficient of the instruments. These were found to be reliable at 0.83. The treatment lasted for 6 weeks and was carried by the researcher and the research assistants. The procedure adopted was to give the pre-test developed based on the topics chosen to the pupils before the treatment began. After this, those in the experimental group were taught the selected topics using individualised instruction and control group were taught using conventional method. After the teaching and learning exercises, the test was administered to the two groups again. Data collected was analysed using Analysis of Covariance (ANCOVA). All the hypotheses was tested at 0.05 level of significance

Results

Research Hypothesis One: There is no significant main effect of treatment on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1: Showing the summary of Analysis of Co-variance (ANCOVA) on the effects of individualized instruction on academic performance of pupils in Basic science and Technology in Ilorin East Local Government Area of Kwara state

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|---------------------------------|-------------------------|----|-------------|--------|------|
| Corrected Model | 11440.320 ^a | 8 | 1430.040 | 3.947 | .001 |
| Intercept | 8721.751 | 1 | 8721.751 | 24.070 | .000 |
| Pretest | 21.994 | 1 | 21.994 | .061 | .806 |
| Treatment | 4528.844 | 1 | 4528.844 | 12.498 | .001 |
| Gender | 257.604 | 1 | 257.604 | .711 | .401 |
| Schooltype | 1479.116 | 1 | 1479.116 | 4.082 | .046 |
| Treatment * Gender | 630.138 | 1 | 630.138 | 1.739 | .191 |
| Treatment * Schooltype | 24.685 | 1 | 24.685 | .068 | .795 |
| Gender * Schooltype | 5.211 | 1 | 5.211 | .014 | .905 |
| Treatment * Gender * Schooltype | 6.710 | 1 | 6.710 | .019 | .892 |
| Error | 31162.311 | 86 | 362.352 | | |
| Total | 349550.000 | 95 | | | |
| Corrected Total | 42602.632 | 94 | | | |

Table 1 shows the effect of treatment on academic performance of pupils in Basic science and Technology. Therefore, there was significant effect of treatment on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = 12.498$; $P < 0.05$). Thus, the hypothesis was rejected in the light of the result since the significant level (.001) was less than the 0.05. This implies that treatment had significant effect on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Research Hypothesis Two: There is no significant main effect of gender on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1 shows the significant main effect of gender on academic performance of pupils in Basic science and Technology. Therefore, there was no significant effect of gender on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = .711$; $P > 0.05$). Therefore, the hypothesis was not rejected in the light of the result since the significant level (.401) was greater than the 0.05. This implies that gender had no significant effect on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Research Hypothesis Three: There is no significant main effect of school type on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1 shows the significant main effect of school-type on academic performance of pupils in Basic science and Technology. Therefore, there was no significant effect of school-type on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = .4082$; $P > 0.05$). Therefore, the hypothesis was not rejected in the light of the result since the significant level (.046) was greater than the 0.05. This implies that gender had no significant effect on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Research Hypothesis Four: There is no significant interaction effect of treatment and gender on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1 shows the significant interaction effect of treatment and gender on academic performance of pupils in Basic science and Technology. Therefore, there was no significant interaction effect of treatment and gender on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = 1.739$; $P > 0.05$). Therefore, the hypothesis was not rejected in the light of the result since the significant level (.191) was greater than the 0.05. This implies that interaction effect of treatment and gender had no significant on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Research Hypothesis Five: There is no significant interaction effect of treatment and school-type on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1 shows the significant interaction effect of treatment and school-type on academic performance of pupils in Basic science and Technology. Therefore, there was no significant interaction effect of treatment and school-type on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = .068$; $P > 0.05$). Therefore, the hypothesis was not rejected in the light of the result since the significant level (.795) was greater than the 0.05. This implies that interaction effect of treatment and school-type had no significant on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Research Hypothesis Six: There is no significant interaction effect of gender and school-type on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1 shows the significant interaction effect of gender and school-type on academic performance of pupils in Basic science and Technology. Therefore, there was no significant interaction effect of gender and school-type on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = .014$; $P > 0.05$). Therefore, the hypothesis was not rejected in the light of the result since the significant level (.905) was greater than the 0.05. This implies that interaction effect of gender and school-type had no significant on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Research Hypothesis Seven: There is no significant interaction effect of treatment, gender and school-type on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State.

Table 1 shows the significant interaction effect of treatment, gender and school-type on academic performance of pupils in Basic science and Technology. Therefore, there was no significant interaction effect of treatment, gender and school-type on the academic performance of pupils in Basic science and Technology ($F_{(1; 86)} = .019$; $P > 0.05$). Therefore, the hypothesis was not rejected in the light of the result since the significant level (.802) was greater than the 0.05. This implies that interaction effect of treatment, gender and school-type had no significant on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara State

Discussion of Findings

The result of the study showed significant effects of treatment on the academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara state. The finding was supported by the findings of Nnamani and Oyibe (2016) submitted

that students taught with Social Studies using individualized instructional method performed better than those taught with Social Studies using conventional instructional method. The result was also in agreement with the findings of Nela, Vesna and Jelena (2018) who submitted that Teachers are aware and believe that individualised instruction approach is necessary to use in teaching and learning science subjects like mathematics, basic science and technology, etc. This claim is also supported with the fact that they believed that the reasons offered supporting the adaptation and adjustment of the teaching process to different learning abilities of students, relating to both student activity and teacher activity, are valid, and that this is necessary or desirable to be done. The results of their study indicated that these students taught using individualized instruction performed better than those students taught using conventional method of teaching in science subjects

The findings of this study also indicated that there was no significant effect of gender on academic performance of pupils in basic science and technology in Ilorin East Local Government Area of Kwara state. This was concurred with the findings of Yusuf and Saadu (2017) who submitted that there was no significant effect of gender on academic performance in basic science and technology ($F_{(1, 21)} = 1.405$; $P > 0.05$). This was in contrary with the findings of Nnamani and Oyibe (2016) who found that female students in both experimental and control groups performed better compared to the performance of male students in Social Studies classroom instruction and Machin and Pekkarinen (2008) submitted that mixed evidence for gender differences in school performance could be illustrated in part by a higher difference of males in comparison to females' school performance especially in basic science and technology vi-sa-viz interaction effect of gender and school-type on academic performance of pupils in basic science and technology in Ilorin Local Government Area of Kwara state. This implies that academic performance is gender nor school-type stereo-type it depends on the strategy used by the teachers. Therefore, parents, guardians should not discriminate in enrolling their wards in public or private schools.

Conclusion

Based on the above discussion, it can be clearly stated that individualized instruction can enhance and facilitate better academic performance of pupils in basic science and technology than the conventional method of teaching and learning especially in primary schools.

Recommendations

In the light of this conclusion, the following recommendations were made:

1. Basic science and technology teachers should be enlightened on the effectiveness of jigsaw strategy on pupils' academic performance in basic science and technology as well as in other subjects
2. Practising teachers should be encouraged to learn the use of individualized instruction through seminars and workshops.
3. Pupils' academic performance should not be determined based on their gender and school type because, the two factors have been discovered not to be strong factors that hinder the academic performance of pupils.

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ENTREPRENEURSHIP EDUCATION AND YOUTH EMPOWERMENT IN CONTEMPORARY NIGERIA

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Abstract

Entrepreneurship education is a field of knowledge that provides its recipients with skills on how to be self-reliant and useful to themselves and the society at large. In this paper, the emphasis is on youth empowerment which is orchestrated by the prevailing unemployment to youths after higher education, yet each year all the higher institutions in the country keep on churning out graduates in thousands into the labour market for jobs that are not available. The paper amongst others looked at the objectives of entrepreneurship education, roles in economic empowerment and development in Nigeria, entrepreneurship education for sustainable youth empowerment and strategies in Nigeria and challenges of entrepreneurship education in Nigeria. More so, certain recommendations were made.

Keywords: Entrepreneurship, Education, Youth Empowerment

Introduction

Entrepreneurship generates growth because it is a vehicle for innovation, change, and creative knowledge. Entrepreneurship has played a vital role in the economic development of the expanding global marketplace (Ojeifo, 2012). Nigeria has been wallowing in abject poverty as a result of unemployment rate and lack of good educational system (Ucha, 2010). Nigeria comprises of 36 States, the country is officially a democratic secular country and also called the Giant of Africa because of its vast population and economy at large which makes It largest in Africa and seventh in the world. More so, Nigeria has one of the largest populations of youth in the world (Nigeria Population Commission, 2017).

However, in recent time, as a youth who desired for a better future, there is need to possess some skills with educational qualification. People with lucrative skills in some cases also survive even without any educational qualification. Normally, people learn various skills in the local workshop and some are being talented with some entrepreneurial skills. Entrepreneurship has been known as long as human beings had been in existence (Nkechi, Ikechukwu & Ikechukwu, 2012). In accordance with the research work conducted by Ojeifo (2012) the art of Nigeria educational system supporting entrepreneurship education is a recent advent. This means that every student is expected to undergo relevant general and specific program in entrepreneurship, irrespective of the course of study (Ibeleme, 2017).

Concept of Entrepreneurship

Many researchers have defined entrepreneurship in terms of ability, risks, innovation. Steinhoff and Burger (2013) viewed entrepreneurship as the ability to develop a new venture and apply managerial abilities to the success of the business. This implies that students with the entrepreneurial abilities and opportunities can be trained and developed to create ventures and

undertakes venture activities. Entrepreneurship is also the pursuit of opportunity through creativity, innovation and hard work without regards for resources currently controlled. It is also the insane perseverance in the face of total rejection.

Entrepreneurship Education

Entrepreneurship education is essential and educational process. Entrepreneurship education is not all about teaching people how to create business. However it involves encouraging the creativity mind set of someone to spot and create solution to economy problems around him or her whereby the solution will as well generate income for the economy. Akanwa and Akpanabia, (2012), an entrepreneur possesses a complex personality, certain personality characteristics that makes him quite different and most of these entrepreneurial traits. Attributes of a successful entrepreneur includes the following: Self-confidence, independence, individuality, optimism, hard work, drive, initiative, Risk taking, likes challenges, responsive to suggestions and criticisms, originality and knowledgeable.

Objective of Entrepreneurship Education

Entrepreneurship education is aimed at achieving the following among others (Adejumo, 2010): To encourage youths to be self employed and self-reliant, provide the graduate youth with business knowledge, skills, attitudes and opportunities; to promote or serve as instrument for economic growth and development; to reduce high rate of poverty and to create employment opportunities.

Challenges of Entrepreneurship Education

The constraints to entrepreneurship education are myriads including the followings:: Poor access to vocational and skills; absence of regulatory mechanisms for effective oversight of enterprise development initiatives; the presence of administrative and trade barriers that curtail capacity building and inhibit access to technical support; significant infrastructural deficits (especially with regards to roads and electricity) and systematic irregularities inimical to small businesses; absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level; malfunctioning of the educational system; inadequate facilities; poor management; attitudinal barriers; inadequate expert; lack of access to information; hostile government policy; poor credit and financial system; population growth; under development in the third world.

Roles of Entrepreneurship Education in Economic Empowerment and Development in Nigeria

The introduction of Entrepreneurship education in Nigerian tertiary institutions is actually a direct response to the changing socio-economic and political conditions in the world and Nigeria in particular. According to Ewubare (2010), Entrepreneurship education programme can equip students with entrepreneurial skills which will help in creating and develop enterprises in various areas. The knowledge of Entrepreneurship education helps the students to gain information that which will enable them to boost teaching and learning (Agoha, 2011). Entrepreneurship education builds the spirit of being entrepreneurs in the minds of the students. Thus, Entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship (Ajani, & Ayelotan, 2011). Entrepreneurship education equally helps in checking high dependency ratios (That is, the ratio of dependent

population to working population) in the country. Once the working population are adequately equipped with these entrepreneurial skills thereby leading to self-employment, burden arising from dependent population will be reduced.

Concept of Youth Empowerment

Empowerment: The term Empowerment is used to refer to a range of activities and actions that may involve self-assertion, collective resistance and protest which are all geared towards mobilization of the youth towards the challenge or burden of unemployment and poverty in our society. No society can develop without carrying along the youths who are the leaders of tomorrow.

Youth Empowerment: Simply means all positive efforts taken deliberately towards improving the lives of young people, efforts channeled towards developing the capacities of young ones to draw the best out of them, bearing in mind that they are truly leaders of tomorrow. It encompasses efforts from parents, youth and the government to develop young people attitudinally and creating conducive atmosphere for realization of aspirations which will translate into reduction in youth unemployment, criminality, human capital flight and above all national development . The number of young people in the world is at an all time high, at about 1.2 billion (<http://risenetworks.org/2613/05/06>).

Self-Reliant means self independent, self enterprising, self providing, self sufficiency, ability to face challenges, this is when a person is self employed.

Youth is a time of life that is neither childhood nor adulthood but rather somewhere in between. Youth is an alternative word to the scientifically oriented adolescent and the common terms of teen and teenager. That is why nations use different parameters and variables in defining their youth. The youths constitute a critical reference group in a community or nation and cannot be ignored, Okorosaye-Orubite (2008) states that the youths are characterized by: Imaginative ideas on how things should be and not how they are. The more articulated the ideas, the chances of their appeal to enterprising youths, youths have intensive and sincere desire to conquer their environment and subject it to their will. In order to realize this goal, the youths are ready to risk everything to exploring all perceptible realities, the youths are impatient when faced with seemingly insoluble obstacles to their realization of cherished goals and aspirations, youths tend to be violent to perceived opposition and may use any means fair or foul to destroy opposition, and youths do not reflect deeply and globally on the consequences of their action before execution.

Youths represent half of the world's population (Adebowale, 2012). Youths are said to be the foundation of any society. Uzoeshi (2016) describes the youths as those who are no longer adolescents but who do not hold full adult status in the society. Kinanee (2014) opines that the youthful period is an important phase in career development process characterized by educational pursuit with far-reaching vocational implications.

Similarly, Alimba, Momodu, Abba and Bello (2010) express that the youthful age is a promising age in which a young man has the energy, will courage and strength to be actively involved in adventures. Hence, in Indonesia, they are described as “the hope of the future” in Libya “future partners” and in Nigeria, “leaders of tomorrow”. Therefore, it becomes pertinent to prepare and equip the youths with necessary skills and abilities which will help to adequately fit for the employment or job and thereby preventing them from becoming social misfits. However, Youth Empowerment may involve the following Akanwa and Akpanabia, (2012): Helping youth identify, utilize and maximize their potentials; Helping the youth to develop confidence and self-

identity; Encouraging youth to grow together in accountability; Imbibing in youth, the eagerness to create a change.

Entrepreneurship Education for Sustainable Youth Empowerment

Entrepreneurship education will enhance sustainable youth empowerment through the following: Self-Employment: The main aim of this program is to encourage and train graduates of universities, polytechnics, colleges of education and secondary school to take up self-employment (Akpan, 2011); Ability to Overcome Obstacles: It is obvious that only people with entrepreneurial capacities can bulldoze through the formidable restrictive bottlenecks in the way of effective foreign technology transfer; Leadership: Entrepreneurship education will enable the youths to induce subordinates to work in the realization of goals with confidence and keenness; Competence and Skill-Based Hard work: Entrepreneurship education will inculcate into the youths competence and skill-based hard work for efficiency and flourishing of the business.

Strategies for Effective Entrepreneurship Education and Youth Empowerment in Nigeria

Government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant; Government should develop entrepreneur internship programme by matching students with locally successful entrepreneurs with clearly stated education programmes; The government should establish an enterprise college aimed at fostering the specific skills required for entrepreneurship; Government should create an economic friendly environment. This center on reduction of taxes on small scale businesses; Increasing Interest: increasing interest in the area of entrepreneurship education in various institutions. There is the need to establish an entrepreneurship development Institute in Nigeria as was done in India in 1983 (Ozumba 2003); Funding: Every project requires money for its effective implementation. The establishment of entrepreneurship workshop and providing facilitates for entrepreneurship education requires finance. Government should finance these projects adequately, facilitation of easy loans from financial institutions and state governments (such as the Peoples Bank, Commercial Banks) for small and medium scale profit oriented project for graduating youth should also be encouraged, government should encourage the youth to take advantage of NDE apprenticeship and loan schemes for self sustainable development; Employment of Qualified and Competent Teachers: The teachers employed should be professionally qualified in practical skills and knowledge of business venture. Adetayo (2009) suggested that qualified, competent and dedicated teachers who have the interest of students at heart should be employed in schools to ensure the delivery of qualitative education; Creating Enabling Environment/Training Centers: Entrepreneurship training centers or development vocational institutes that will help engage the youth in real practical activities is essential, for the opportunity of students to participate in skills training in science and technology, well equipped laboratories, for adequate skill acquisition are needed for effective implementation of Entrepreneurial education; Establishment of Entrepreneurship centers for youth empowerment through state, community orientation internship/apprenticeship support programme will help the students to practice with small business organizations with the aim of exposing the skills they learned in the school; Seminars/Workshops: Some entrepreneurs and experts in trade and skills like mechanics, Bakery production, Computer/ICT etc. resource persons can be invited to teach the youths how to make these things, this will widen their minds and help to actualize their dreams; Capacity Building: The establishment of small scale industries e.g. for the production of izar, shampoo, car wash and food enterprise like snacks, pop-corn, Soya beans among others and encouraging students to visit such industries periodically to learn how to produce them; Regular improvement of teachers' welfare to achieve job satisfaction and a commitment to total care of

the students; Follow-Up: Constant and follow-up visits to the local entrepreneurship centers should be done by students with their teachers, as this will avail students the opportunity to familiarize themselves with all the entrepreneurial skills and management tasks. Follow-up activities will serve as an eyeopener for the students to actualize their dreams; Teaching Techniques/Method of Teaching Approach: In teaching entrepreneurship education, the employed competent teachers should endeavour to use appropriate teaching methods such as demonstration, team teaching, involving resources person, collaborative learning and field trip. Teaching strategies should be career-oriented and work-related. Omoifo (2009) is of the view that for a successful implementation of entrepreneurial curriculum, the teachers should use project work, case studies, field trips and link with entrepreneur in the community. Entrepreneurship educators should stress in the curriculum, the importance of hands-on, active participation; within a real life entrepreneurial environment, where constructive feedback from an expert is provided.

The Danger of Non-Empowerment of the Youths

The danger or effect of non-empowerment of the youths is devastating. Adebowale (2012) catalogued some of them. They are: Youth non-empowerment can generate frustration and low self-esteem; it can lead to increased vulnerability of young people making them take to drugs and crime. Youths can resent the society through deviant behaviour, trying to show that they are not pleased with the hardship occasioned by non-empowerment; youth may not be accorded recognition meant for them, just as the women are said to have been marginalized in so many areas. If the youths are not careful, they may not be reckoned with in the labour market. They may go to the state of oblivion; Youth non-empowerment can also expose them to greater risks of lower future wages. Due to the non-empowerment siege, youths can desperately jump at any offer with very low wages; the low wages can in turn force them out of employment which may eventually lead to poverty; youth non-empowerment will surely not force them out of the society, they will continue to consume and not contribute to the economy but living at the expense of the public; the cost of packaging training programmes and social intervention fund will be too heavy for the government when the unemployed youths are numerous; some researches and correlations have been found between unemployment with mental and physical/health problems, due to isolation that often come with unemployment; unemployment and lack of an adequate income generally means being dependent on others, family, relatives, friends, a partner or the state; the society usually perceives the unemployed youth as useless and unproductive. Unemployed youth that has no money cannot think of marriage talk less of having children; they are faced with financial problems.

Conclusions

Nigeria youths need Entrepreneurship Education. This will empower the youths and promote self-employment, promotion of industrial development and the mind for national unity in the county. Entrepreneurship Education will empower youths by encouraging them to make use of their brains and hands to acquire suitable knowledge and skills, to design and to produce and use methods and processes which will help them to make maximum use of the abundant nation's resources for their benefit and benefit of the society. Therefore, there is urgent need to direct the consciousness of the Nigerian youths towards being empowered with the technological and managerial skills obtainable at various technical, vocational, educational and training centres and other centres in the country for advancement and national integration.

Recommendations

The following recommendations are made

1. The government should make adequate supply of learning materials and workshop facilities to Entrepreneurship Education institutions to help in preparing the youth for self-employment.
2. Government programmes should prepare a wide range of opportunities for youth's empowerment for industrial development and nation building.
3. Establishment and equipping of Entrepreneurship Education training institutions to enable them for self-reliance should be the focus of the three tiers of government.
4. Good policies and effective implementation will encourage good entrepreneurs which will create wealth, establish small scale and medium scale industries and increase the rate of youth empowerment for national harmony.
5. There is need for proper management of the entire programmes by school administrators.
6. The Nigerian educational system should be reorganized to function adequately.
7. There is need for attitudinal change by the students and graduates concerning self employment.
8. Government at all level should recruit qualified personnel with technical know-how.
9. There is need for adequate information on lucrative business ventures.

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UTILIZATION OF ICT RESOURCES FOR LEARNING BY BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION

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Abstract

The study sought to investigate utilization of information and communication technology resources for learning by business education accounting option. The researcher adopted the descriptive survey design. Two research questions and Two research hypotheses guided the conduct of the study. The study population comprised 665 Business Education students out of which a sample of 133 was drawn using simple random sampling technique. The instrument for data collection was a researcher designed questionnaire structured into two sections. The first section sought information about the demographic characteristics of the respondents. The second section was a 66-item 4-point rating scale structured on the Likert rating scale model. The instrument was face- and content- validity validated by three experts; two being experts in business education and one in research analysis. The reliability of the instrument was determined using test-retest method. The result was analysed with Cronbach's Alpha method which yielded a coefficient of 0.80, which was considered very high. The instrument was administered over a 5-day period with the help of four research assistants. The data collected were analysed using mean and standard deviation for the research questions and t-test for the hypotheses. The results of research questions indicated that the respondents were to a small extent proficient in the use of identified ICT resources and that the ICT resources were not frequently used by the respondents, that the respondents. The test of hypotheses also indicated that there was significant difference in the mean rating of male and female business education students on their proficiency in the use of ICT resources and that there was no significant difference in the mean rating of male and female business education students on their utilization of ICT resources. Based on the findings, the researcher concluded that the respondents were barely proficient in the use of ICT resources and that ICT resources were not frequently used in learning. Consequently, the study recommended among others that students' interest should be aroused in the use of ICT, that governments at all levels should be more involved in ICT education through adequate funding, provision of needed resources, incentives and infrastructural facilities.

Keywords: Information and Communication Technology, Utilization, Accounting, Business Education Students

Introduction

The world today has been transformed into a global village where information and communication is of global importance. A cursory look at the events and activities of the 21st century reveals that this period has witnessed the emergence of Information and Communication Technology (ICT), which is a conglomeration of telecommunication resources whose interplay results ineffective information flow and information management. Fundamental to effective

flow and management of information, is perhaps the ardent need for all human organizations to build ICT capabilities. The 21st century is essentially characterized by a general stampede for ICT resource development, and countries are busy grappling with the imperative of building ICT capabilities. Magaji (2011) observed that this vision about building ICT capabilities and the initiative taken by nations to heed the call about inculcating ICT norms, is in consonance with the call by United Nations Commission on Science and Technology (UNCST) on Information and Communication Technology (ICT) Development in 1995, which observed that, all governments and other stakeholders need to build new capabilities for producing, accessing and /or using these technologies.

ICT revolution is throwing a major and far reaching challenge to education. Longsighted and percipient observers have already recognized the role of ICT in education and training (Dauda, 2010). The role of ICT has therefore; become very important especially with regards to the current technological development and the increasing need for up-to-date knowledge and skills in business education. In addition, Adewale (2012) noted that Information and Communication Technology in its guises may change our lives for the better or for worse within a short time. It is becoming a means of widening and wielding power; the new is overtaking the old, providing more powerful ways to store, process, deliver and display information. Organizations both business and non-business, require quality information flow for optimization and efficiency in production and decision making.

Information and Communication Technology (ICT) has brought a quantum leap in to teaching and learning by allowing easy access, storage, processing, retrieval and information diffusion by users. It is an effective tool for supporting both existing and development activities in education, governance, health, agriculture and the environment. Today, the growing need for ICT in institutions of higher learning is gaining more impetus, because school administrator now perceives its importance and are taking far reaching steps to digitalize their learning activities. Many tertiary institutions in Nigeria for instance, have established digital centers in various faculties, so students can surf the internet for access to information and academic materials from vast libraries across the globe. Students through the use of ICT resources, can receive lectures on-line and from any part of the world via the internet, e-mail and Real Time Case Method (RTCM).

National Association of Business Educators (NABE), cited in National Commission for Colleges of Education (1996) defines business education as: Education for and about business given to citizens in a formal school setting to equip them with the skills and competencies which will make them become effective and efficient producers and intelligent consumers.

From this definition, business education simply means that part of general education aimed at the development of individual personality. It seeks to meet the common need of the individual and to develop his basic skill for competency as a person and as a citizen for reading, writing and computing. It means applying these skills to job related settings for success in life.

Since business education is a program of instruction, which consists of vocational education program for office career and development of skills for upgrading of individual aptitudes leading to employability and advancement in office occupation, courses like accounting are included in the programme. Therefore, most accounting option students in the Business Education programme may have found it difficult to comprehend the course since it was not their initial bargain to engage in much qualitative regours.

In other words, business education teaches knowledge and competencies required in business. Business education is considered as the pedagogical knowledge and business competencies necessary for teaching business attitude, concept, skills and knowledge. This could be for personal or vocational usage or career as an administrator, manager or teacher.

Business education is seen as a programme that has promoted skills which enable an individual to function effectively and efficiently, as an employee or employer.

As a result of the importance of ICT at this age, educational systems around the world are under increasing pressure to use the Information and Communication Technology (ICT) resources to teach students the knowledge and skills they need in the 21st century. Resources may be seen as any physical or virtual entity of limited availability. Information and communication technology resources are the major factor in shaping the new global economy and producing rapid changes in society. According to Oyedele (2012), ICT resources could also include access to electricity, radio, television, telephone, computer, internet, overhead projector, fax machine, multi-media equipments etc. However, while talking about resources, one needs to look at their usage, as well as competencies possessed by the ICT users. Competencies as observed by Oyedele (2012) are the interplay of knowledge, understanding, skills and attitudes required to do a job effectively from the point of view of both the performer and the observer. It is important to note that many resources cannot be consumed in their original format without the required knowledge and the skills needed to transform them into consumable product. The material resources have to be processed by the human resource, in order to put them in more usable form, and this process is known as resource development.

ICT proficiency is about having the technical and cognitive capability to access appropriately, to use, develop, create and communicate information using technological tools. Adeleye (2013) believed that learners demonstrate this capability by purposefully applying technology to solve problems, analyse and exchange information, develop ideas, create models and control devices. The use of ICT requires some skills to be able to retrieve the required information without much stress. The level of ICT skills a student possesses may affect use of ICT resources. Finally, the development in information and Communication Technology as it is, has now relieved the teacher of his/her position as the single purveyor of knowledge in the traditional classroom. The school is no longer defined in terms of classroom walls, or location. Learning can now take place anywhere, even in the comfort of our bedrooms. Oladipo (2012) stressed the need for African higher institutions of learning to digitalize a great deal of their learning materials, while students should be able to access these learning materials from simple devices as their cell-phones, iPods, and pocketPcs. It is therefore, based on this background that this study will be conducted to find out the extent to which students of Business Education are familiar with ICT resources and use in their academic activities.

Statement of the Problem

Information and Communication Technology (ICT) has become pivot in the teaching and learning of business courses. The direct link between ICT use and students' academic performance has been the focus of extensive literature during the last two decades. Some think they help students with their learning by improving communication between them and their instructors (Osuwa, 2012). Olaitan (2012) stated that there was no evidence for a relationship between increased educational use of ICT and students' performance. He found a consistently negative and marginally significant relationship between ICT use and students' achievement measures.

It is also argued by some researchers in recent times that many students allow ICT to encroach on their study times, by engaging in leisure chatting, facebook and whatsapp discussions, when they should be busy studying. These issues have not, to the researcher best knowledge, been addressed especially in the areas of business education.

The concern of this study is to determine the ICT proficiency level and degree of utilization of ICT resources by Business Education Students in Colleges of Education in Oyo State has exercised on the performance of Business Education students.

Purposes of the Study

The general objective of the study was to examine the influence of Information Communication Technology on Business Education (Accounting option) students' performance in Accounting.

The specific objectives of the study were to:-

1. examine the ICT proficiency level of Business Education students.
2. assess the rate (degree) at which Business Education students use ICT resources.

Research Questions

This research study provided answers to the following research questions:

1. To what extent are Business Education students proficient in the use of ICT resources for learning?
2. How often do Business Education students use ICT resources for learning?

Study Hypotheses

The following null hypotheses (Ho) were formulated in line with the research questions and were tested at 0.05 level of significance:

- Ho₁ There is no significant difference in the mean rating of male and female Business Education students on their proficiency in the use of ICT resources for learning and teaching.
- Ho₂ There is no significant difference in the mean rating of male and female business education students on the utilization of ICT resources for learning and teaching in business education

Research Design

A descriptive survey design was used, as it was the appropriate research technique to employ for a study of this nature. This was because the researcher was interested in the accurate assessment of the characteristics of the whole population. The survey research enabled the researcher drawn from the population, a sample that was a representative of the entire population and provide a basis for generalization.

Population and Sampling

The population for the study comprised 300 level (Accounting option) students of Business Education in all Colleges of Education in Oyo State. The total population of students comprised of 665. This population was drawn from all the four Colleges of Education in Oyo State.

The name of the institutions and their population is presented below.

Table 3.1 Population

| S/No | Institution | Students | | |
|--------------|---|----------|-----|-------|
| | | M | F | Total |
| 1 | Federal College of Education, Oyo | 88 | 57 | 145 |
| 2 | Emmanuel Alayande College of Education, Oyo | 181 | 92 | 273 |
| 3 | College of Education, Lanlate | 92 | 68 | 160 |
| 4 | Mufutau Olanihun College of Education, Ibadan | 51 | 36 | 87 |
| Total | | 412 | 253 | 665 |

Source: *Registry of the Various Institutions Used*

The population for this research work comprised 665 final year students of Business Education (Accounting option) in all the four (4) Colleges of Education in Oyo State. Kothari

(2010) opines that a sample size between 10% and 20% of the total population is representative of the population, thus a sample size of 20% of final year Business Education Students (Accounting Option) per College of Education in Oyo State was chose using simple random sampling method. This method ensured that every member of the population had equal chance of being selected as a member of the sample. Therefore, the total sample size was one hundred and thirty-three (133).

Instrumentation

The researcher made use of structured questionnaire designed by the researcher titled, “Influence of Information and Communication Technology on Business Education Students’ Performance Questionnaire (INICOTBESPQ)”. The questionnaire consisted of two sections. ‘Section A’ concerned with the demographic variables (personal data) of respondents such as name of institution, gender and others, while ‘Section B’ consisted of structured questionnaire formulated based on the research questions stated in chapter one. This section focused on finding out the extent to which final year students’ of Business Education (Accounting option) are proficient in using ICT resources, the extent to which they use ICT tool, the correlates of gender digital disparity among students and their influence on ICT usage, and the influence of ICT on the academic performance of students. The researcher made use the four-point Likert-type rating instrument for easy elicitation of respondent’s opinions and subsequent analyzing of statistical data.

The face (contents) validity of the questionnaire items was determined by the researcher’s supervisors, experts in business education and other professionals, both within and outside the Department of Business Education, Tai Solarin University of Education, Ijagun, Ogun State. Their criticisms and comments were effected which improve the structure of the items and its format. According to Osuala (2010), face validity of a survey instrument of this nature was considered adequate for its validity.

In order to test the reliability of the instrument, the researcher conducted a pilot study and to that effect, administered thirty (30) copies of the questionnaire to thirty (30) final year Business Education (Accounting option) students of Tai Solorin College of Education, Omu, Ijagun, Ogun State. The purpose was to test the suitability and reliability of the instrument for the study and also to determine the ease with which the instrument could be administered. The researcher used Cronbach's Alpha method to estimate the reliability coefficient of the instrument and a reliability coefficient of 0.80% was gotten which was considered very high (Appendix III).

Results

Table 1 Distribution of Respondents by institutions

| S/No | Institution | Respondents | % |
|--------------|---|-------------|---------------|
| 1 | Federal College of Education, Oyo | 55 | 41.35 |
| 2 | Emmanuel Alayande College of Education, Oyo | 32 | 24.06 |
| 3 | College of Education, Lanlate | 29 | 21.81 |
| 4 | Mufutau Olanihun College of Education, Ibadan | 17 | 12.78 |
| Total | | 133 | 100.00 |

Source: Field survey 2018

The table shows the number of respondents in each of the sampled colleges of education. Emmanuel Alayande College of Education had 55 respondents, College of Education Lanlate



had 32 respondents, Federal College of Education (Special) had 29 respondents, and Mufutau Lanihun College of Education had 18 respondents.

Table 2 Distribution of Respondents by Gender

| Gender | Frequency | Percentage |
|--------------|------------|------------|
| Male | 55 | 41.40% |
| Female | 78 | 58.60% |
| Total | 133 | 100 |

Source: *Field Survey, 2018*

Table 2 shows that 55(41.4%) of respondents were male, while 78(58.6%) were female. This indicates that female respondents participated more in this study than the male respondents.

4.2 Descriptive Analysis

Research Question 1: To what extent is Business Education students' (Accounting option) proficient in the use of ICT resources?

Table 3: Business Education students' proficient in ICT resources.

| Items | Mean Score | SD | Decision |
|---|------------|------|----------|
| DacEasy software | 1.00 | .000 | Disagree |
| Internet browser | 3.00 | .000 | Agree |
| Spreadsheet (excel) software | 1.44 | .499 | Disagree |
| Word-processing software | 2.44 | .499 | Disagree |
| Powerpoint software | 1.44 | .499 | Disagree |
| Microsoft Access software | 2.00 | .000 | Disagree |
| Audio/video recorder | 2.00 | .000 | Disagree |
| Personal computer | 3.00 | .000 | Agree |
| Web publishing software | 2.00 | .000 | Disagree |
| Database | 2.00 | .000 | Disagree |
| Slide Projector | 1.00 | .000 | Disagree |
| Flash drive | 3.44 | .499 | Agree |
| Scanner | 3.00 | .000 | Agree |
| Printer | 3.00 | .000 | Agree |
| Photocopier | 2.44 | .499 | Disagree |
| Online/Virtual Libraries | 1.00 | .000 | Disagree |
| Webcams | 1.00 | .000 | Disagree |
| Statistical Analysis and Forecasting Software | 1.00 | .000 | Disagree |
| CD-ROM and DVD | 3.44 | .499 | Agree |
| Desktop publishing hardwares | 3.00 | .000 | Agree |

Average Mean Value = $42.66/20 = 2.13$

Source: *Field Survey, 2018*

The result in table 3 shows that out of 20 ICT resources examined by the researcher, students were proficient in seven (7) ICT resources: Internet browser, personal computer, flash drive, scanner, printer, CD ROM and Desktop publishing with the mean scores of 3.00, 3.00, 3.44, 3.00, 3.00, 3.44 and 3.00 respectively. On the other hand, sampled students were not proficient in thirteen (13) ICT resources: DacEasy software, Spreadsheet Software, Powerpoint software, Microsoft Access software, Audio/Video recorder, Web publishing software, Database, Slide Projector, Online/Virtual Libraries, Webcams and Statistical Analysis & Forecasting software with the mean scores of 1.00, 1.44, 2.44, 1.44, 2.00, 2.00, 2.00, 2.00, 1.00, 2.44, 1.00, 1.00 and 1.00. Therefore, on the whole, the larger percentage of the respondents as shown in the table with average mean value of 2.13, falls below the 2.5 benchmark. This implies that the sampled students of Business Education (Accounting option) were not proficient in use of ICT resources identified.

Research Question 2: How often do Business Education students (Accounting option) use ICT resources for learning?

Table 4: Frequency of Business Education students usage ICT resources

| Items | Mean Score | SD | Decision |
|---|------------|------|----------|
| DacEasy software | 1.00 | .000 | Disagree |
| Internet browser | 3.00 | .000 | Agree |
| Spreadsheet (excel) software | 1.00 | .000 | Disagree |
| Word-processing software | 2.49 | .502 | Disagree |
| Powerpoint software | 1.00 | .000 | Disagree |
| Microsoft Access software | 2.00 | .000 | Disagree |
| Audio/video recorder | 1.00 | .000 | Disagree |
| Personal computer | 2.00 | .000 | Disagree |
| Web publishing software | 1.00 | .000 | Disagree |
| Database | 1.00 | .000 | Disagree |
| Slide Projector | 1.00 | .000 | Disagree |
| Flash drive | 2.00 | .000 | Disagree |
| Scanner | 1.00 | .000 | Disagree |
| Printer | 2.91 | .288 | Agree |
| Photocopier | 3.00 | .000 | Agree |
| Online/Virtual Libraries | 1.00 | .000 | Disagree |
| Webcams | 1.00 | .000 | Disagree |
| Statistical Analysis and Forecasting Software | 1.00 | .000 | Disagree |
| CD-ROM and DVD | 2.00 | .000 | Disagree |
| Desktop publishing hardwares | 2.95 | .208 | Agree |
| Average Mean Value = 33351/20 = 1.67 | | | |

Source: Field Survey, 2018 (SPSS 22 Result)

The result in table 4 shows that five (5) ICT resources were used frequently by the selected respondents: Internet browser, Word processing software, Printer, Photocopier and Desktop publishing hardwares with mean scores of 3.00, 2.49, 2.91, 3.00 and 2.95 respectively. Four (4) ICT resources were not so frequently used: Microsoft Access software, Personal



computer, Flash drive and CD-Rom and DVD with means scores of 2.00, 2.00, 2.00 and 2.00 respectively. Similarly, eleven (11) ICT resources: DacEasy software, Spreadsheet Software, Powerpoint software, Audio/Video recorder, Web publishing software, Database, Slide Projector, Scanner, Online/Virtual Libraries, Webcams and Statistical Analysis & Forecasting software with mean score of 1.00, 1.00, 1.00, 1.00, 1.00, 1.00, 1.00, 1.00, 1.00, 1.00 and 1.00 respectively were very infrequently used by the respondents. However, from the table 4.2.2, with overall average mean score of 1.67, this implies that identified ICT resources were not frequently used by the Business Education students (Accounting options) in all colleges of education in Oyo State, since the mean ratings of the items are below 2.50.

Test of Hypotheses

Table 5: Comparison of male and female Business Education students’ responses on their proficiency in the use of ICT Resources in Colleges of Education in Oyo State.

| | Gender | N | Mean | SD | Df | t-crit | t-cal | Remark |
|------------------------|--------|----|-------|-------|--------|--------|-------|--------|
| ICT Proficiency | Male | 55 | 43.38 | 3.003 | 113.76 | 2.356 | .020 | Sig. |
| | Female | 78 | 42.15 | 2.897 | | | | |

Field Survey, 2018.

The outcome of the test of Null hypothesis one shows that male students’ proficiencies in ICT skills had a mean of 43.38 and a standard deviation of 3.003, while female students’ proficiencies in ICT skills had a mean of 42.15 and a standard deviation of 2.897. The Probability value is less than the alpha value at 0.05 level of significance, hence, ($t_{(113.763)} = -2.356, p=.020 < 0.05$). This implies that there is significant difference in the mean rating of male business education students ($M=43.38, SD. =30.03$) and female business education students ($M=42.15, SD=28.97$) on their proficiency in the use of ICT resources in Colleges of Education in Oyo state. The null hypothesis one is rejected.

Table 6: Comparison of male and female Business Education students’ responses on the utilization of ICT resources in Colleges of Education in Oyo State.

| | Gender | N | Mean | SD | Df | t-crit | t-cal | Remark |
|--------------------|--------|----|-------|-------|--------|--------|-------|----------|
| Utilization | Male | 55 | 33.07 | 1.069 | 127.57 | .832 | .407 | Not Sig. |
| | Female | 78 | 33.24 | 1.291 | | | | |

Field Survey, 2018.

The test of Null hypothesis two reveals that male students’ frequency use of ICT resources had a mean of 33.07 and standard deviation of 1.069 while female students’ frequency use of ICT resources had a mean of 33.24 and standard deviation 1.291. The Probability value is greater than the alpha value at 0.05 level of significance, hence, ($t_{(127.570)} = .832, p=.407 > 0.05$). This implies that there is no significant difference in the mean rating of male business education students ($M=33.07, SD. =1.069$) and female business education students ($M=33.24, SD=1.291$) on the utilization of ICT resources in business education programme in colleges of education in Oyo State. Therefore, the null hypothesis two is retained.

Discussion of Findings

Having analyzed and interpreted the collected data, it is necessary to discuss in details the major findings of this study one by one, with reference to the findings of other researchers.

This study showed that out of 20 ICT resources examined by the researcher, students were proficient in seven (7) ICT resources: Internet browser, personal computer, flash drive, scanner, printer, CD ROM and Desktop publishing. On the whole, the average mean value of 2.13, falls below the 2.5 benchmark. This implies that the sampled students of business education (Accounting option) are not proficient in the use of ICT resources. This finding is similar to the finding of Magaji (2012).

This study further revealed that that five (5) out of twenty (20) listed ICT resources were used frequently by the selected respondents: Internet browser, Word processing software, Printer, Photocopier and Desktop publishing hardwares with mean scores of 3.00, 2.49, 2.91, 3.00 and 2.95 respectively. Four (4) ICT resources were not so frequently used: Microsoft Access software, Personal computer, Flash drive and CD-Rom and DVD with means scores of 2.00, 2.00, 2.00 and 2.00 respectively. Similarly, with overall average mean score of 1.67, this implies that identified ICT resources were not frequently used by the Business Education students (Accounting options) in all colleges of education in Oyo State, since the mean ratings of the items were below 2.50. This finding is supported by the study of Mogaji (2011).

Lastly, this study showed that ICT resources are not currently utilizing by Business Education students of Colleges of Education in Oyo State because the students are not proficient ICT usage. This is buttressed by the findings of by Schmaccher and Moraha-Martin (2010).

Conclusion

The Importance of ICT to education has been well highlighted in this study, based on the findings of this study, it can be concluded that students low proficiency in Information Communication Technology resources, and the underutilization of the few available ICT resources are serious factors militating the positive influence of ICT in Business Education Programme. If ICT is well embraced across all colleges of education, it will bring about better learning. This will facilitate the production of quality Business Education graduates who can be successful in the world of work.

Recommendations

Based on the findings of the study, the following recommendations are provided:

- i. Student's interest should be aroused in the use of ICT and they should be encouraged to spend more time on the computer and internet. To achieve this, ICT should be made a core course and students should regularly be given practical assignments to do.
- ii. The Federal and State Governments, and school administrators should create awareness on the need for students to employ information technology more in their learning than other purposes.
- iii. The Federal and State Governments should encourage reforms in education that will ensure the integration of information technology into the curriculum of Business Education.
- iv. The digital disparity existing between males and females students should be bridged by encouraging female students to develop greater interest in using the computer and the internet more often.
- v. The Federal and State Governments should equip colleges of education with computers that are well connected to the internet to enable students' access information that would help boost their learning activities.

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MAINTENANCE STRATEGIES FOR BUSINESS EDUCATION TEACHING FACILITIES IN TERTIARY INSTITUTIONS

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Abstract

The study assessed the maintenance strategy commonly put in place for Business Education teaching facilities in public Tertiary institutions in Kwara State, Nigeria. The purpose of the study was to find out the state of the teaching facilities, and the type of maintenance strategies adopted. To achieve the purpose of the study, three research questions and two hypotheses were formulated to guide the study. The study adopted a descriptive survey research design using all the lecturers and students of business education departments in public tertiary institutions in Kwara State. Data were collected using researchers' designed questionnaire tagged Maintenance Strategies for Business Education Facilities Questionnaire (MSBEFQ). The mean, percentage, as well as standard deviation statistical tools were used to answer the research questions while independent sample t-test was used to analyze the null hypotheses. The findings revealed that business education facilities in most of the institutions are generally in a state of disrepair. There was low maintenance of teaching facilities in business education departments. Both lecturer and student respondents were in agreement as to the low level of maintenance of business education facilities in public tertiary institutions in Kwara State. Lecturer and student respondents were positively in agreement with the suitable maintenance strategy useful for business education facilities. It is recommended that departmental heads should develop appropriate maintenance strategy/ policies and make regular checks by inspecting the facilities as a routine, carry out regular servicing of the electronic gadgets, inculcate good maintenance strategy and ensure that adequate money is allocated in the departmental budget for effective maintenance of the facilities.

Keywords: Strategies, teaching facilities, maintenance

Introduction

The development of effective program for teaching of business subjects by tertiary institutions require a great deal of attention to the school facilities needed for good instructions. Many educational institutions and particularly business education professionals are becoming agitated about issues such as the look-worm attitude towards maintenance of ageing teaching equipment, pilfering and vandalism of training materials as well as the cost of maintaining them. Observation of Business education facilities tend to indicate that school administrators do not pay any serious attention to their maintenance. Many of the public teaching facilities are left to rot away without attention. There is no doubt that teaching facilities are the vital organs for effective and efficient functional education. The role of teaching facilities and equipment in ensuring the attainment of the goal and objective of teaching cannot be over-emphasized. The

teaching facilities can only be optimally and efficiently used only when they are adequately utilized and maintained. Experience has shown that the quality of facilities has direct impact not only on educational outcomes but on the well-being of students and teachers. There is equally a growing awareness of the role educational facilities can play in shaping attitudes towards the environment, school equipment and tools and the contributions they can make towards school image and goal.

The development of an effective program for teaching of business subjects in tertiary institutions is centered on the provision of adequate and functional teaching facilities and equipment. Teaching equipment needed requires a great deal of attention for good instruction. Infrastructural development is seen in many quarters as the bedrock of any development in modern world. Without a strong maintenance culture of educational facilities, efforts at providing infrastructural facilities and equipment will amount to waste. Many business education professionals and particularly tertiary educational institutions are becoming concerned about issues relating to maintenance due to breakdown during teaching and vandalism of training materials as well as related cost of maintenance (Hinnum, 2014).

The quality of facilities too, has impact not only on educational outcomes but on the well-being of students and teachers. There is a growing awareness of the important role training facilities can play in the life of trainees. Adedokun (2011) observed that it is not enough for facilities to be put in place, but it is more important to see how these facilities are adequately and properly maintained so that the purpose for which they are meant would be accomplished.

The general attitude of many people in Nigeria towards public facilities leaves much to be desired. Many people handle public school properties carelessly. The attitude of people towards public facilities is that it does not belong to anybody (Adeleye, 2009). In many cases, facilities that were meant to benefit the masses are left to rot away; being wasted without putting it into any good use; as people are not interested in making such facilities sustainable. The result according to Adedokun (2011) is that public facilities do not last long due to lack of maintenance. The implication of this is that without a strong maintenance strategy, infrastructural facilities will not last and amount to waste of money expended. The result of this is that, teaching and learning will not be effective and student will not be able to attain adequate knowledge.

The quality of instructions produced by teachers and the academic achievement of students of any institution is dependent on several factors of which school facilities is paramount. The extent to which members of a department value and take care of business education facilities is determined by the belief of business educators themselves about the worth and significance of the school facilities to goal achievement. The general attitude towards the maintenance of the departmental facilities in turn, determines to some extent, the efficiency in the use, and effectiveness of the teaching facilities supporting the academic program and satisfying the needs of the users including members of the local community. Uchendu (2013) said that one of the fundamental ways of ensuring the optimum utility of available resources is through adequate maintenance. The maintenance strategy of any business education department speaks volumes about such a department. The general appearance and layout of the facilities in the department constitute the basis upon which members of the public pass their judgment about the academic performance going on in the business education department.

The word maintenance, according to Tijani (2016), means preserving and keeping in good working order, as near as possible, in their original state, the business facilities. Maintenance requires keeping facilities in proper condition, care or upkeep and taking steps to avoid break down. By implication, maintenance means keeping in good working order or shape all business education equipment, facilities and materials in such a way that it will benefit students and teacher and also lead to attainment of the educational objective Maintenance is

described by Adedokun (2011) as means of correcting deficiencies that have developed as a result of age and use. Infrastructure is a generic term for basic facilities, installations, equipment, tools and materials needed for the facilitation of teaching and learning.

The good standard and quality of a business education program, or any program for that matter, is dependent on the provision, utilization and maintenance of educational facilities. Asiyai (2012) opined that educational curriculum in tertiary institutions cannot be sound and well operated with poor and badly managed school facilities. The business education facilities and equipment that facilitate effective teaching and learning include: Air conditioned business education laboratory, appropriate desks and chairs, electrical equipment and sockets, sets of computers, printers, scanners, uninterrupted power supply (UPS), photocopiers (color and black), duplicator, calculating, adding/listing/subtracting machine, accounting machines, word processor, franking machine, shredding machine, guillotine/mail sorter, folding and inserting machines, stapler, punching machine, dating, numbering and stamping machine, weighing machine, addressing machine, self-adhesive, light box, wall clock, communication gadgets (e.g. telephone, internet facilities, telex, fax machine, printer, video, television), filing equipment among others.

The Nigeria tertiary institutions, school enrolment has continued to increase. This has call for a corresponding increase in school facilities for teaching and learning. Another major factor is underfunding; which has not made the government to do much in procuring the required school facilities. Therefore, it is important to take the issue of maintenance of business education facilities very seriously. In the findings of Balogun (2013), government has been giving close attention to the procurement and erection of infrastructures through the Tertiary Education Trust Fund (TETFUND) but proper maintenance was missing in the process. Many business education departments have been found to be bedevil by inadequate maintenance of few existing ones on regular basis to make them functional always and long lasting. For this reason, Chuke (2003) recommended maintenance strategy in all schools by having resident maintenance officer or office equipment technician to constantly put the equipment and facilities in good working condition. Where this is done, breakdown of machines during lessons will be minimized or completely absent. The study of Asiya (2012) revealed that the condition of school facilities has a strong effect on academic performance of students. Lazarus (2010) adds that it is unfortunate that at times maintenance is accorded little or no merit and that failure to maintain properly often results in large and unbudgeted expenditure. Umar (2013) stressed that the quality and quantity of educational facilities available within an educational system positively correlates with the quality and standard of the educational system. When facilities for the teaching of business subjects are not in good working condition there will be a substantial wastage of time resources on repair and rework as well as delays due to breakdowns of equipment and tools during lessons. This will, no doubt, affect delivery of teaching and learning process. This is the condition of most business education facilities in public tertiary institutions in Kwara State. Poor maintenance of school facilities tends to tarnish the school image and dampen the morale of teachers and students. Alonsabe (2011) believe that the current negative maintenance culture in our schools can be reshaped by heads of business education departments through adequate encouragement. This is to say that positive or healthy maintenance culture can be promoted by school administrators. Any meaningful attempt at changing from negative to positive one should start with the head of department's understanding of the maintenance culture and recognizing which aspect of it need to be changed and which ones to retain. By studying and understanding the present culture, and being convinced that there is a need for change, they should be able to take appropriate actions.

Statement of the Problem

The researchers' observation during visits to some of the Business Education departments in Kwara State public tertiary institutions reveals that many facilities are in a state of disrepair. There were broken doors, typing chairs and desks, computers, photocopying machines, typewriters and many other types of teaching equipment were in a pitiable working condition. Many of the electrical sockets were not functioning. It appears adequate attention was missing in the maintenance of business education facilities. It is expected that business education facilities would be in a good working condition all the time to enhance teaching and learning. The problem of the study is to determine maintenance strategy of business education facilities in tertiary institutions in Kwara State.

Objective of the Study

The main objective of the study is to:

- (a) Assess the current state of business education facilities in public tertiary institutions in Kwara State, Nigeria.
- (b) Assess state of maintenance of business education facilities by school administrators of public tertiary institutions in Kwara State.
- (c) Determine the strategies suitable for effective maintenance of business education facilities in public tertiary institutions in Kwara State.

Research Questions

The following research questions are formulated to guide the study:

- (a) What is the current state of business education facilities in public tertiary institutions in Kwara State?
- (b) What is the state of maintenance of business education facilities in public tertiary institutions in Kwara State?
- (c) What maintenance strategy is suitable for business education facilities in tertiary institutions in Kwara State?

Research Hypotheses

Ho₁ There is no significant difference between the mean rating of lecturers and students on the level of maintenance of business education facilities in public tertiary institutions.

Ho₂ There is no significant difference between the mean rating of lecturers and students on the strategies suitable for maintenance of business education facilities in public tertiary institutions.

Methodology

The study adopted a descriptive survey research design. The area of the study was Kwara State tertiary institutions. The population of the study consisted of 60 lecturers and 1,200 graduating business education students in the five public tertiary institutions in Kwara State. The instrument used consists of a structured questionnaire with fifty-five (55) items. The scale for assessment consists of a numerical value of Very adequate (4), Adequate (3), Fairly adequate (3) and Not adequate (1). The entire lecturer population (60) was used while 260 students were sampled. The study used a quantitative research approach, percentages, arithmetic mean and standard deviation to answer the research questions. The independent sample t-test statistics was adopted to test the null hypotheses at 0.05 level of significance. An item with a mean value of 2.50 and above was adjudged as adequate maintenance of business education facilities while an item rated below a mean of 2.49 and below indicates an inadequate maintenance of business education facilities.

Results

Research Question 1. What is the current state of repairs of Business Education facilities in public tertiary institutions?

Table 1 Current State of repairs of Business Education facilities in public tertiary institutions

| | Facilities | LECTURERS | | | | STUDENTS | | | |
|----|----------------------------------|------------|------|-----------|------|------------|------|-----------|------|
| | | Repairable | | Disrepair | | Repairable | | Disrepair | |
| | | F | % | F | % | F | % | F | % |
| 1 | Word processing Laboratory | 20 | 33.3 | 40 | 66.6 | 40 | 15.4 | 220 | 84.6 |
| 2 | Typing pool/Shorthand laboratory | 25 | 41.7 | 35 | 58.3 | 56 | 21.5 | 204 | 78.5 |
| 3 | Model Office | 8 | 00.0 | 52 | 100 | 150 | 57.7 | 110 | 42.3 |
| 4 | Typing desks | 25 | 41.7 | 35 | 58.3 | 62 | 23.8 | 198 | 76.2 |
| 5 | Typing chairs | 25 | 41.7 | 35 | 58.3 | 61 | 23.5 | 199 | 76.5 |
| 6 | Instructor’s desk | 12 | 20.0 | 48 | 80.0 | 61 | 23.5 | 199 | 76.5 |
| 7 | Desk-top computers | 25 | 41.7 | 35 | 58.3 | 80 | 30.8 | 180 | 69.2 |
| 8 | Electric/selectric typewriters | 5 | 8.3 | 55 | 91.6 | 15 | 5.6 | 245 | 94.4 |
| 9 | Demonstration stand | 15 | 25.0 | 45 | 75.0 | 150 | 57.7 | 110 | 42.3 |
| 10 | Printers | 25 | 41.7 | 35 | 58.3 | 120 | 47.0 | 140 | 53.0 |
| 11 | Filing Cabinets | 25 | 41.7 | 35 | 58.3 | 150 | 57.7 | 110 | 42.2 |
| 12 | Photocopier | 24 | 40.0 | 36 | 60.0 | 90 | 34.6 | 170 | 65.4 |
| 13 | Scanner machine | 15 | 25.0 | 45 | 75.0 | 80 | 38.5 | 180 | 61.5 |
| 14 | Overhead Projector | 15 | 25.0 | 45 | 75.0 | 40 | 38.4 | 220 | 84.6 |
| 15 | Television | 12 | 20.0 | 42 | 80.0 | 40 | 15.4 | 220 | 84.6 |
| 16 | Fax Machine | 6 | 10.0 | 54 | 90.0 | 120 | 46.2 | 140 | 53.8 |
| 17 | Laminating Machine | 12 | 20.0 | 42 | 80.0 | 120 | 46.2 | 140 | 53.8 |
| 18 | Binding Machine | 6 | 10.0 | 54 | 90.0 | 120 | 46.2 | 140 | 53.8 |
| 19 | Radio Cassette | 6 | 10.0 | 29 | 90.0 | 150 | 57.7 | 110 | 42.3 |
| 20 | Uninterrupted Power supply (UPS) | 25 | 41.7 | 35 | 58.3 | 40 | 15.4 | 220 | 84.6 |
| 21 | Stabilizer | 25 | 41.7 | 35 | 58.3 | 60 | 23.1 | 200 | 76.9 |
| 22 | Coloured Printing Machine | 10 | 14.3 | 50 | 85.7 | 90 | 34.6 | 170 | 65.4 |
| 23 | Internet connection equipment | 22 | 36.6 | 38 | 63.3 | 22 | 8.5 | 238 | 91.6 |
| 24 | Air Conditioner | 12 | 20.0 | 42 | 80.0 | 28 | 10.8 | 232 | 89.2 |
| 25 | Shredding machine | 10 | 14.3 | 50 | 85.7 | 30 | 11.5 | 280 | 88.5 |
| 26 | DVD Player/Recorder | 10 | 14.3 | 50 | 85.7 | 150 | 57.7 | 110 | 42.3 |
| 27 | Accounting Machine | 15 | 25.0 | 45 | 75.0 | 160 | 61.3 | 100 | 38.7 |
| 28 | Guillotine machine | 15 | 25.0 | 45 | 75.0 | 150 | 57.7 | 110 | 42.3 |
| 29 | Staplers | 30 | 50.0 | 30 | 50.0 | 165 | 63.5 | 95 | 36.5 |
| 30 | Manual Typewriter | 25 | 41.7 | 35 | 58.3 | 28 | 10.8 | 232 | 89.2 |
| 31 | Electric Generator | 10 | 14.3 | 50 | 85.7 | 68 | 26.2 | 192 | 73.8 |
| 32 | Ceiling Fan | 25 | 41.7 | 35 | 58.3 | 102 | 39.2 | 158 | 60.8 |
| 33 | Adding and listing machine | 10 | 16.7 | 50 | 83.3 | 150 | 42.3 | 110 | 57.7 |
| 34 | Telephone | 25 | 41.7 | 35 | 58.3 | 120 | 46.2 | 140 | 53.8 |
| 35 | Fire Extinguisher | 25 | 41.7 | 35 | 58.3 | 102 | 39.2 | 158 | 60.8 |

Source: Field Survey, 2020.

Table 1 reveals the current state of repairs of Business Education facilities in public tertiary institutions. Most of the constructs have high percentage of between 50 - 90 per cent disrepair. Both lecturers and students rated disrepair higher than repairable. This means that most of the constructs were in a state of disrepair. The table 1 therefore, revealed that the current state of business education facilities in public tertiary institutions in Kwara State show low level of repairs or high level of disrepair.

Research Question 2. What is the state of maintenance of business education facilities in public tertiary institutions in Kwara State?

Table 2 Lecturers and Students perception of the state of maintenance of Business Education facilities in public tertiary institutions

| S/N | Maintenance Strategy | TEACHERS | | STUDENTS | |
|-----|--|----------|------------|----------|------------|
| | | Agree % | Disagree % | Agree % | Disagree % |
| 1 | Electrical faults are detected on time and repaired | 18 | 82 | 10 | 90 |
| 2 | Broken doors, chairs and tables are quickly repaired | 38 | 62 | 18 | 82 |
| 3 | Worn-out machine parts are quickly replaced. | 24 | 76 | 22 | 78 |
| 4 | Typing and Computer rooms are adequately maintained. | 38 | 62 | 32 | 68 |
| 5 | Electrical generators are regularly serviced and maintained. | 45 | 55 | 28 | 72 |
| 6 | Training machines and equipment are regularly serviced by experts. | 38 | 62 | 37 | 63 |
| 7 | Word processing labs and Typing Pools are always clean and tidy. | 28 | 72 | 08 | 92 |
| 8 | There is adequate provision against fire and accident. | 30 | 70 | 39 | 61 |
| 9 | Building structures are regularly renovated. | 18 | 82 | 20 | 80 |
| 10 | Unserviceable teaching equipment are quickly replaced. | 10 | 90 | 28 | 72 |

Source: Field Survey, 2020.

Table 2 revealed the perception of respondents on the state of maintenance of business education facilities. Both lecturers and students disagreed with the state of maintenance as listed in the construct for business education facilities. The percentage disagreement by lecturers and students on the constructs ranged from 62 – 92 per cent. This means that the state of maintenance of business education facilities in public tertiary institutions in Kwara State was very low.

Research Question 3. What maintenance strategy is suitable for business education facilities in tertiary institutions in Kwara State?

Table 3: Maintenance strategy suitable for business education facilities in public tertiary institutions in Kwara State

| | Maintenance Strategy | LECTURERS | | |
|----|---|-----------|------|-----------------|
| | | \bar{X} | SD | Remark |
| 1 | Developing policies, objectives, plan for facility maintenance. | 3.88 | 0.33 | Strongly agreed |
| 2 | Make an officer responsible for the maintenance of each facility. | 3.76 | 0.52 | Strongly agreed |
| 3 | Staff and students to be adequately educated on facility maintenance. | 3.96 | 0.20 | Strongly agreed |
| 4 | Regular inspection/service of equipment is essential. | 3.96 | 0.20 | Strongly agreed |
| 5 | Appropriate and healthy location of equipment is important. | 3.92 | 0.40 | Strongly agreed |
| 6 | Appropriate and efficient operations of equipment | 3.92 | 0.40 | Strongly agreed |
| 7 | Use of experts in servicing and maintenance of facilities | 3.92 | 0.40 | Strongly agreed |
| 8 | Allocation of adequate fund in the budget for maintenance purposes | 4.00 | 0.00 | Strongly agreed |
| 9 | Acting promptly to repair needs. | 4.00 | 0.00 | Strongly agreed |
| 10 | Facility maintenance is given priority status in the school organization. | 3.60 | 0.71 | Strongly agreed |

Source: Field survey 2020

Table 3 reveals the maintenance strategy that is suitable for business education facilities in tertiary institutions in Kwara State. The study reveals that the respondents strongly agreed that school management development of policies, objectives, and plan for maintenance are useful strategies for maintenance of (mean = 3.88), the respondents also strongly agreed that making officer responsible for maintenance and healthy location of equipment are suitable strategies (mean = 3.76 and 3.92) same way lecturers and students are appropriately and efficiently educated on facility maintenance (mean = 3.96 and 3.96). The table also showed that the respondents strongly agreed that use of experts in servicing and maintenance and that regular inspection of equipment is carried out (mean = 3.92). In addition, the respondents strongly agreed that adequate fund in the budget for maintenance of facilities is done. (mean = 4.00 and 4.00).

Test of Hypotheses

Ho₁ There is no significant difference between the mean rating of lecturers and students on the level of maintenance of business education facilities in public tertiary institutions

Table 4: Summary of Independent sample t-test on the rating between perception of lecturers and students on the level of maintenance of business education facilities in public tertiary institutions

| Variable | N | Mean | SD | Df | p-value | t-crit. | Decision |
|-----------|-----|------|------|-----|---------|---------|----------|
| Students | 260 | 2.26 | 0.70 | | | | |
| | | | | 310 | 0.435 | 0.786' | NS |
| Lecturers | 60 | 2.41 | 0.67 | | | | |

Source: (Field survey, 2020)

p>0.05

Table 4 indicates the result of the independent sample t-test on the difference between the perception of students and lecturers on the maintenance strategies for business education facilities in public tertiary institutions in Kwara State. The data analysis revealed that both students and lecturers rated low the maintenance strategy of business education facilities in public tertiary institutions in Kwara State (t = 1.786, P>0.05). The null hypothesis which states that there is no significant difference between the perception of lecturers and students on the maintenance strategy of business education facilities in public tertiary institutions in Kwara State was not rejected.

Ho₂ There is no significant difference between the mean rating of lecturers and students on the strategies suitable for maintenance of business education facilities in public tertiary institutions.

Table 5: Summary of Independent sample t-test on the difference between the mean rating of teachers and students on the strategies suitable for maintenance of business education facilities in tertiary institutions.

| Variable | N | Mean | SD | Df | p-value | t-crit. | Decision |
|----------|-----|------|------|-----|---------|---------|----------|
| Students | 260 | 2.24 | 0.27 | | | | |
| | | | | 310 | 0.141 | 2.1600' | NS |
| Teachers | 60 | 2.16 | 0.47 | | | | |

Source: (Field survey, 2020)

p>0.05



Table 5 indicates the result of the independent sample t-test on the difference between the mean rating of perception of lecturers and students on the strategies suitable for maintenance of business education facilities in public tertiary institutions in Kwara State.

The data indicates that there is no significant difference between the perception of lecturers and students on the strategies suitable for maintenance of business education facilities. The null hypothesis is however not rejected. The opinion of both group of respondents were not different but; are close to the mean ($X = 2.24; = 0.27$) and ($X = 2.16; 0.47$). The response shows positive agreement on the strategies suitable for effective maintenance of business education facilities in public tertiary institutions in Kwara State.

Discussion of Results

The result presented in Table 1 indicates that teaching facilities were generally in a poor state of disrepair. Both lecturers and students were in agreement as to the level of disrepair. Most of the items listed have percentage scores between 50 – 92% high level of disrepair. Table 2 indicates the level of inadequacy of maintenance strategy carried out on most of the teaching facilities. Such facilities include word processing laboratory, Typing pool. Typing desks, computers, printers, photocopier, Filing cabinet, electrical faults, broken doors, tables and chairs, electrical generator and worn out machines. This study reveals that adequate repairs were not carried out on time. Lecturers and students' respondents disagreed with the state of maintenance listed in the construct for business education facilities (Table 2). This indicates that the state of maintenance of business education facilities in public tertiary institutions in Kwara State was very low. Table 3 revealed the maintenance strategy that is suitable for business education facilities in tertiary institutions in Kwara State. The study revealed that the respondents strongly agreed that findings regarding suitable maintenance strategy for business education facilities indicate positive response on all the items. Respondents were in agreement as to developing policies and objectives would facilitate effective maintenance. Other factors that could promote maintenance include, prompt repair of machines, regular inspection of teaching facilities and use of experts in servicing the machines.

Table 4 revealed the result of the independent sample t-test on the difference between the perception of lecturers and students on the maintenance strategies for business education facilities in public tertiary institutions in Kwara State. The result revealed that both students and lecturers were in agreement as to the low rate of maintenance of business education facilities in public tertiary institutions in Kwara State ($t = 1.786, P > 0.05$).

Table 5 revealed the result of the independent sample t-test on the difference between the mean rating of perception of lecturers and students on the strategies suitable for maintenance of business education facilities in public tertiary institutions in Kwara State. The data show no significant difference between the perception of lecturers and students on the strategies suitable for maintenance of business education facilities. The null hypothesis is not rejected. The opinion of both group of respondents were not different but; are close to the mean ($X = 2.24; = 0.27$) and ($X = 2.16; 0.47$). The respondents indicate positive agreement on the strategies suitable for effective maintenance of business education facilities. The outcome of this finding is in agreement with earlier study of Apagu and Wakili (2015) who studied the challenges of maintaining ICT teaching facilities in Vocational and Technical education in Yobe State Technical colleges. The study revealed that maintenance of ICT teaching facilities was lacking in technical colleges. It also revealed that both teachers and students' respondents agreed that the major challenges facing ICT teaching facilities were irregular power supply and inadequate maintenance. The study however differs significantly the current study, in the area of geographical location covered by the study and the type of institution studied.

Conclusion

The maintenance strategy of most business education facilities in public tertiary schools is rather poor. The maintenance of training facilities is not regularly carried out. The suitable maintenance strategy for teaching facilities was not put in place in the institutions. It was revealed that teaching machines, broken doors, windows, tables and chairs were not properly maintained. Regular or routine maintenance was not carried out. Adequate funds for maintenance were not regularly made available. Funding for maintenance often constitute major inhibiting factor for appropriate maintenance. Other problems associated with facility maintenance were the general poor attitude of the staff and student to government properties. There is a growing awareness of the role that educational facilities can play in shaping attitudes towards the environment and promotion of academic standard of the school through suitable maintenance strategy.

Recommendation

In order to ensure adequate maintenance strategy of school facilities for the promotion of quality teaching and learning, the following recommendations are made:

1. There should be adequate enlightenment program for lecturers and students to educate them on suitable maintenance strategies.
2. Adequate fund should be provided to pay for repairs and maintenance of departmental equipment, properties and tools.
3. There should be routine supervision of departmental facilities in order to be sure of the condition of the facilities and the action necessary for maintenance.
4. Lecturers or students who are deliberately negligent in their duty and in handling equipment should be sanctioned and appropriately punished.
5. It is necessary to ensure that prompt reports are made of any damage to the school properties for prompt maintenance. Preventive maintenance should be adopted.
6. Appropriate policy on school maintenance should be put in place by school management to ensure effective maintenance of school facilities.
7. The school head should delegate authority to staff or committee to ensure that school equipment and tools are properly repaired and maintained as required.

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ADMINISTRATIVE SKILLS POSSESSED BY OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES FOR EFFECTIVE WORK PERFORMANCE IN FEDERAL POLYTECHNIC, BIDA, NIGER STATE

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Abstract

The study was carried out in Federal Polytechnic, Bida to assess the administrative skills possessed by office technology and management graduates. The Study adopted a descriptive survey. The population of the study comprised 31 Heads of Departments from which relevant information concerning their secretaries (OTM graduates) were generated. The population of the study was used as sample as it was considered sizeable and manageable. Close-ended Questionnaire was the instrument used for data collection. It was validated by three experts from the Department of Office Technology and Management. The researchers personally distributed and collected the completed copies of the questionnaire and used for the study. Data collected were analyzed and presented in tables using Mean and Standard Deviation. The result of the analysis showed that OTM graduates possessed communication, organizing and technological skills for effective work performance in Federal Polytechnic, Bida. It was therefore concluded that OTM graduates, if not given administrative position as “administrative officer” may develop low working morale which in turn leads to change of cadre, low secretarial staff and low enrollment into OTM program of study. Based on the findings and conclusions of the study, it was recommended that OTM graduate should also be placed as administrative officers for effective work performance.

Key words: Administrative skills, Office Technology and Management

Introduction

Office Technology and Management graduates are often employed as secretaries in many public and private business offices to perform activities ranging from receiving, giving and recording information, providing customer service, attending business meetings, maintaining office, providing supervisory and other subordinate roles that could help the office realize set objectives. These new calibers of graduates are still seen as the traditional secretaries whose main work was to type, taking shorthand dictation and transcribing it to mailable document and taking minutes of meeting and so on in the traditional office.

However, the advent of technology has changed the traditional activities from taking shorthand dictation, using manual typewriters to handling complex responsibilities such as planning, organization, coordinating, supervising, time management, operating computers and reprographic machines, among others which are the main core activities of office administration and management.

It is therefore necessary and most importantly for office technology and management graduates to possess certain administrative skills which make them more indispensable, well organized and better communicators in order to succeed in modern business offices. . While administrative skills are certainly important in administrative roles, they are also helpful skills in nearly any job activities. Administrative skills are necessary qualities that help individual employees' complete tasks related to managing a business. This might involve responsibilities such as planning, organization, coordinating, supervising, time management, filing, typing meeting with internal and external stakeholders, presenting important information, developing processes, answering employee questions and more.

Furthermore, it helps office technology and management graduates to keep business processes running smoothly. Consequent upon the above, any successful, efficient organization should have both administrative professionals and individual contributors who have strong administrative skills necessary for the realization of its goals and aspirations.

This paper will therefore identify and discuss core administrative skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida.

Wherever people are organized in such a way as to attain certain specific goal(s) the elements of administration will come to play. This could be the school, the church, business organizations and even the family. Administration therefore is geared towards goal attainment and goal accomplishment (Omemu, 2015). According to Ijeoma (2004), administration is the process of directing the utilization of material and human resources for the purpose of accomplishing predetermined goals of an organization. Skills on the other hand is perceived to mean the ability or quality to do something well. It is an expertness, attitude and competency appropriate for a particular job (Inalegwu, 2016)

Administrative skills are qualities that help someone complete tasks related to managing a business. (Omemu, 2015), maintained that administrative skills are special competencies and abilities by administrators as well as all other employees to perform their duties effectively and efficiently towards goal achievement in organizations. Administrative skills are therefore important because they keep business processes running smoothly. Any successful, efficient organization should have both administrative professionals who have strong skills in this area, as well as individual who are have good administrative skills that can help the organization to achieve set-goals.

Peretomode (2003) identified three basic skills upon which, effective performance and successful administration rest. These skills are: Technical, Human and Conceptual. On the other hand, Ezenwafor (2013) identified some basic areas which the secretary (Office Technology and Management Graduate) is trained to possess the skills that will enhance his/her performances as follows:

Communication skills: Nnabuife (2009) posited that communication plays an invaluable role both within and outside the organization towards goal accomplishment to facilitate achievement or furtherance of an organization's objectives. These include the ability to understand the official language, ability to use oral communication effectively, ability to effectively use written communication, ability to spell words correctly in written communication, ability to pronounce words correctly and clearly in oral communication, ability to use suitable gestures to communicate, ability to communicate with facial expressions, ability to communicate orally with adequate tone and ability to write legibly and logically in written communication, among others.

According to Abdulazeez (2017), the ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. Communication skills are needed to speak appropriately, listen effectively, present ideas

appropriately, write clearly and concisely which enable OTM graduate to work well in an organization or in a group.

Organizing kills: Guest (2019) argued that, without the ability to organize your work and your resources, you could be twisting in the wind in no time. You may have been able to muddle along back in the day, but in today's competitive environment, you need to work any advantage in your favor. Organizational skills for administrative assistants are therefore crucial to the success of any business.

He mentioned nine (9) ways in which an OTM graduate could possess and improve his/her organization skills as an administrator without too much effort on his/her part. They are: Proactive, Make a list, Make a schedule, Be an early bird, Establish a filing system, Make the most of your prime time, Minimize interruptions, Learn to delegate, Organize your workplace.

According to Ezenwafor (2013), technical Skills refers to the proficiency or ability to use the tool, methods, processes, procedures and techniques of a specialized field to perform specific tasks. Office technology skills therefore cover all electronic equipment and facilities that facilitate office information processing as well as the procedures adopted in utilizing them. The office technology and management competencies possessed by secretarial staff (OTM Graduates) include ability to connect hardware components, ability to boot and shut down computer, ability to connect and use printer and relevant equipment for duplication, ability to use the internet for data collection and e-mailing, ability to prevent viral infection and generally care for the computer and other technological equipment, ability to use software such as word processor, spread sheet and data-base management, among others.

Statement of the problem

Office technology and management graduates double as secretaries in business offices. These calibers of graduates are still seen as the traditional secretaries, whose main work were to type, taking shorthand dictation and transcribing it to mailable document and taking minutes of meeting among others in the traditional office.

However, the advent of technology in business activities and offices, requires that office technology and management graduates should possess skills that will enable them handle complex responsibilities such as planning, organization, coordinating, supervising, operating computers and reprographic machines, receiving and sending mails and other information via the internet which are the main core of office administration and management activities. Consequent upon the above mentioned, any OTM graduate that do not possess the skills to meet up with the above-mentioned responsibilities may be out of job or remain redundant. These are some of the reasons why this study was carried out to identify the administrative skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida.

Objective of the Study

The main objective of the study was to identify the administrative skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida. It will specifically:

1. Identify communication skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida
2. Find out the organizing skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida
3. Identify the technological skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida

Research Questions

The following research questions were formulated to guide the study:

1. What are the communication skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida?
2. What are the organizing skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida?
3. What are the technological skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida?

Methods

The study adopted a descriptive survey. The population of the study comprises 31 Heads of Departments from which relevant information concerning their secretaries (OTM graduates) were generated. The population of the study was used as sample, as it was considered sizeable and manageable. Close-ended Questionnaire was the instrument used for data collection. It was validated by three experts from the Department of Office Technology and Management. The Researchers personally distributed and collected the completed copies of the questionnaire. The results of the study were analyzed and presented in table by Mean and Standard Deviation. A modified Four Point Likert Rating Scale of Strongly Agreed (5), Agreed (4), Disagreed (3), Strongly Disagreed (2) was used to answer the questionnaire. The decision rule was set at any Mean point equal to or greater than 2.50 as agreed and any Mean point equal to or less than 2.49 as disagreed. A total of 31 copies of questionnaire were distributed, only 29 copies representing 94% return rate were retrieved and used for the study.

Results

Research question one:

What are the communication skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida?

Table 1: Analysis of responses on communication skills possessed by office technology and management graduates for effective work performance

| S/N | Communication skills possessed by OTM Graduates | X | SD | Remark |
|-----|--|------|------|--------|
| 1 | Ability to speak fluently | 2.96 | 0.89 | Agreed |
| 2 | Ability to write clearly | 2.74 | 0.65 | Agreed |
| 3 | Ability to write logically | 2.54 | 0.62 | Agreed |
| 4 | Ability to clearly present ideas | 2.60 | 0.69 | Agreed |
| 5 | Ability to listen attentively | 3.12 | 0.72 | Agreed |
| 6 | Ability to read and spell words correctly | 3.07 | 0.68 | Agreed |
| 7 | Ability to use suitable gestures to communicate | 2.68 | 0.82 | Agreed |
| 8 | Ability to use facial expressions to communicate | 2.72 | 0.63 | Agreed |

Source: Field Data 2020

Table 1 shows that respondents agreed with all the constructs indicating that OTM graduates possessed communication skills for effective administrative job performance in

Federal Polytechnic. These skills are: Ability to speak fluently ($X=2.96$ & $SD=0.89$), Ability to write clearly ($X= 2.74$ & $SD= 0.65$), Ability to write logically ($X= 2.54$ & $SD= 0.62$), Ability to clearly present ideas ($X= 2.60$ & $SD= 0.69$), Ability to listen attentively ($X= 3.12$ & $SD= 0.72$), Ability to read and spell words correctly ($X= 3.07$ & $SD= 0.68$), Ability to use suitable gestures to communicate ($X= 2.68$ & $SD= 0.82$), Ability to use facial expressions to communicate ($X=2.72$ & $SD= 0.63$).

Research question two:

What are the organizing skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida?

Table 2. Analysis of responses on organizing skills possessed by office technology and management graduates for effective work performance

| S/N | Organizing skills possessed by OTM Graduates | X | SD | Remark |
|-----|--|------|------|--------|
| 1 | Ability to organize workplace | 2.96 | 0.54 | Agreed |
| 2 | Establish a filing system | 2.92 | 0.64 | Agreed |
| 3 | Ability to make a schedule of the task to be performed | 2.92 | 0.70 | Agreed |
| 4 | Ability to be proactive | 2.44 | 0.81 | Agreed |
| 5 | Specify terms of reference for junior staff under your supervision | 2.98 | 0.72 | Agreed |
| 6 | Make the most of prime time | 3.04 | 0.61 | Agreed |
| 7 | Minimize interruptions | 2.96 | 0.54 | Agreed |
| 8 | Ability to delegate duties | 2.91 | 0.70 | Agreed |

Source: Field Data 2020

Table 2 above reveals that respondents confirmed that OTM graduates possess organizing skills that enable them perform as administrative officer in Federal Polytechnic, Bida. These skills are: Ability to organize workplace ($X= 2.96$ & $SD= 0.54$), Establish a filing system ($X= 2.92$ & $SD= 0.64$), Ability to make a schedule of the task to be performed ($X= 2.92$ & $SD= 0.70$), Ability to be proactive ($X=2.44$ & $SD=81$), Specify terms of reference for junior staff under your supervision ($X=2.98$ & $SD=72$), Make the most of prime time ($X=3.04$ & $SD=61$), Minimize interruptions ($X=2.96$ & $SD=54$), Ability to delegate duties ($X=2.91$ & $SD=0.70$).

Research question two:

What are the technological skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida?

Table 3. Analysis of responses on technological skills possessed by office technology and management graduates for effective work performance

| S/N | Skills possessed by OTM Graduates | X | SD | Remark |
|-----|---|------|------|--------|
| 1 | Ability to boot and shut down the computer | 3.32 | 0.56 | Agreed |
| 2 | Ability to effectively use the printer | 2.88 | 0.60 | Agreed |
| 3 | Ability to detect problems when using the computer | 2.68 | 0.69 | Agreed |
| 4 | Ability to receive and send e-mail via the internet | 3.20 | 0.58 | Agreed |
| 5 | Ability to download information from the internet | 2.98 | 0.56 | Agreed |
| 6 | Ability to use reprographic machines | 2.88 | 0.79 | Agreed |
| 7 | Ability to use office applications | 3.32 | 0.56 | Agreed |
| 8 | Ability to use data base applications | 2.68 | 0.69 | Agreed |

Source: Field Data 2020

Table 3 indicates that OTM graduates possess technological skills that enable them function as administrative officer in Federal Polytechnic, Bida. These skills are: Ability to boot and shut down the computer ($X=3.32$ & $SD=0.56$), Ability to effectively use the printer ($X=2.88$ & $SD=0.60$), Ability to detect problems when using the computer ($X=2.68$ & $SD=0.69$), Ability to receive and send e-mail via the internet ($X=3.20$ & $SD=0.58$), Ability to download information from the internet ($X=2.98$ & $SD=0.56$), Ability to use reprographic machines ($X=2.88$ & $SD=0.79$), Ability to use office applications ($X=3.32$ & $SD=0.56$), Ability to use data base applications ($X=2.68$ & $SD=0.69$).

Discussion of findings

The result of the analysis in table I on communication skills possessed by office technology and management graduates for effective work performance in Federal Polytechnic, Bida indicated that, respondents agreed that OTM graduates possessed the skills to work as administrative officer. This finding collaborates with the work of Ezenwafor (2013) who mentioned that OTM graduates (secretaries) are trained to possess ability to speak fluently, ability to write clearly, ability to write logically, ability to clearly present ideas, ability to listen attentively, ability to spell words correctly in written communication, ability to pronounce words correctly and clearly in oral communication, ability to use suitable gestures to communicate. It therefore means that OTM graduates could be employed as administrative officer in Federal Polytechnic, Bida.

The outcome of the analysis in table 2 revealed that OTM graduates possessed organizing skills such as the abilities to organize workplace, maintain a filing system, ability to make a schedule of the task to be performed, supervise junior staff, delegate duties, use time effectively and minimize interruption during working hours. These findings are supported by Guest (2019) who argued that, without the ability to organize your work and your resources, you could be twisting in the wind in no time. You may have been able to muddle along back in the day, but in today's competitive environment, you need to work any advantage in your favor. According to Guest, organizational skills for administrative officers are therefore crucial to the success of any business.

The result of the findings in Table 3 revealed that OTM graduates possess technological skills that enable them to effectively operate machines, equipment and internet facilities. These findings also aligned with the work of Ezenwafor (2013), who posited that office technology skills cover all electronic equipment and facilities that facilitate office information processing as well as the procedures adopted in utilizing them. The office technology and management competencies possessed by secretarial staff (OTM Graduates) include ability to connect hardware components, ability to boot and shut down computer, ability to connect and use printer and relevant equipment for duplication, ability to use the internet for data collection and e-mailing, ability to prevent viral infection and generally care for the computer and other technological equipment, ability to use software such as word processor, spread sheet and data-base management, among others.

Conclusions

Based on the findings of the study, it was concluded that OTM graduates in Federal Polytechnic possessed administrative skills such as communication skills, organizing skills and technological skills for effective work performance as a result of the education training they have acquired. OTM graduates, if not given administrative position as “administrative officer” may develop low working morale which in turn leads to change of cadre, low secretarial staff and low enrollment into OTM program of study just because of the poor perception of OTM graduates in today’s business offices.

Recommendations

Based on the following recommendations are made:

1. The Management of the Federal Polytechnic, Bida should endeavour to consider placing OTM graduates as administrative officer as a result of the communications skills they possessed.
2. OTM graduates who possessed organization skills and wants to be placed as administrative officer should be considered without necessarily taking them down by one year or in a lower position by the Polytechnic Management
3. If technological skills are necessary and a major requirement for managing today’s business office, then, OTM graduates who possessed technological skills should be placed as administrative officers by the Polytechnic Management.

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CURRICULUM DESIGN AND IMPLEMENTATION QUALITY INDICATORS FOR QUALITY ASSURANCE IN THE OFFICE TECHNOLOGY AND MANAGEMENT PROGRAM OF POLYTECHNICS

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Abstract

The study was carried out to assess the curriculum design and implementation quality indicators available for quality assurance in the Office Technology and Management program of Polytechnics in North Central Zone of Nigeria. The study was designed as a descriptive survey. The population of the study consisted of 87 Lecturers and Instructors employed in the OTM departments of Polytechnics in North Central Zone of Nigeria offering the NBTE accredited Office Technology and Management program as at December, 2018. The instrument for data collection was a structured questionnaire with reliability index of 0.887. Mean and Standard deviation were the tools used to analyze the research questions while the hypotheses were tested using the independent t-test statistics at 0.05 level of significance. The analysis of data showed that the curriculum design and implementation quality indicators available for quality assurance in the Office Technology and Management program of Polytechnics in North Central Zone of Nigeria is generally adequate as only one item (i.e. the number of times the curriculum in use has been revised) out sixteen indicators identified was rated as inadequate. The researchers, therefore, recommended that NBTE should make necessary arrangement to ensure regular review of the curriculum and the proprietors of the institutions increase funding for the Office Technology and Management program to improve upon the quality indicators which were rated as just adequate to make them very adequate for quality assurance in the program.

Introduction

Education can be described as a veritable instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Education imparts knowledge, teaches skills, and instils attitudes to the recipients. Imparting knowledge means putting across facts, current thinking, theories, principles or laws; teaching skills is imparting practical skills, comprehension and ability to see implications or solve problems; instilling attitudes include inculcating tolerance, open-mindedness, scientific detachment among others. (Ifenkwe, 2013). Education can be provided at the formal or informal level. Formal education in Nigeria is provided basically at the basic, post-basic and tertiary education levels.

A polytechnic is a tertiary technical institution offering post-secondary technical Education programmes leading to the award of diplomas and or certificates such as the National Diploma (ND) and Higher National Diploma (HND). The purpose of setting up polytechnics is to achieve the twin goals of academic excellence as well as meeting the manpower requirements of the national economy. The educational objectives, in view of its broad goal of producing competent middle and higher level technicians, technologists, or professionals include: striving for excellence in education through acceptable curricula that are designed to produce well-groomed graduates; endeavouring to expose students to such educational standards and programs that are designed to improve their global competitive advantage; acquiring sufficient facilities, both in

physical and human terms, and rationalizing their use with a view to giving the best instructional training to its graduates; as well as encouraging meaningful interaction between staff and students both in-house and externally; encouraging members of staff to contribute to learned journals or publications and also create an atmosphere conducive for publication of textbooks and reading materials, scientific research and inventions. The minimum entry requirement is the senior secondary school certificate or its equivalent with credit passes in at least five subjects relevant to the programme or their equivalents. (NBTE, 2014).

The Office Technology and Management program offered in polytechnics in Nigeria is designed to equip students with secretarial skills for employment in various fields of endeavour. Students of this program are exposed to courses in their special areas as well as courses in general education. In addition to the acquisition of quality vocational skills in Office Technology and Management, the students are equipped with quality work competencies which are very necessary to book a place in the present knowledge based economy (NBTE, 2004). To offer the program, the National Board for Technical Education (2014) requires that institutions should put in place quality facilities and employ quality staff to manage available resources to prepare students for the workplace in line with set objectives.

Quality, in education, refers to investment of excellent inputs and production of exceptionally high outcomes that are assessed in terms of the internal resources of an institution, such as student's inclination to learning, employees productivity, number of academic staff with terminal degrees, number of soft and hard copy volumes in the library, as well as reputation and magnitude of endowments. Quality is transformational, performance driven, outcome-based, and can best be measured in terms of the competencies that students gain from educational institutions. (Kpolovie, 2013).

Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. Quality assurance is said to be a problem-solving approach and preventive measure against wastage and failure. It includes the procedures, processes or systems used to safeguard and improve the quality of education and other activities in an educational institution.

There are a number of mechanisms put in place by agencies and or organs responsible for the management and control of Polytechnic education in Nigeria to ensure the quality of programs run in the institutions. The mechanisms include: program monitoring assessment, and accreditation; assessment or evaluation of the existing staff strength, students and infrastructure; prescribing, producing and periodically reviewing documents on minimum standards by responsible state organs; external moderation exercises; capacity building for teaching and non-teaching and non-teaching personnel; Industrial Work experience scheme for academic staff and students; and the Universities, Polytechnics, Monotechnics and Colleges of Education Examinations (Adepoju & Akinola, 2016).

The National Board for Technical Education was established by Act No. 9 of 1977 as an agency of the Federal Ministry of Education specifically for handling all aspects of technical and vocational education falling outside university education. In pursuance of its mandate to ensure quality of programs run in accredited polytechnics (NBTE, 1993; NBTE 2004; NBTE, 2014) spelt out standards in the areas of curriculum design, implementation and evaluation, staffing, school facilities, students support services, staff professional development as well as program management structure which must be available in each accredited polytechnic for it to get the approval to start or to continue offering a program. These publicised minimum standards are the quality indicators which accreditation teams beam their searchlight on when on accreditation visits for purposes of ensuring quality assurance in all approved programs

Statement of the Problem

The general realization that a well-educated workforce is essential for increased productivity and for maintaining a competitive edge in the global as well as knowledge based economy has led to increasing concern for quality assurance processes in higher education around the world. The ever increasing demand for quality education to meet the needs of a competitive global workplace has brought the issue of quality assurance to the front-burner in national discourse especially in respect of Polytechnic education.

In the field of Office Technology and Management, special observation and anecdotal inferences suggest that the program introduced in the year 2008 may be beset with challenges that may make it incapable of fully attaining its objectives. This situation demands full attention and quick resolution because of the important role of Technology and Management in National Development in the management of official communication; the administration of the office; as well as the processing of information in modern organisations. A number of studies have been carried out to address issues, problems as well as challenges of the Office Technology and Management program since it started running in Polytechnics across Nigeria.

According to Abubakar, Kazaure, and Yusuf (2013) in spite of the existence of hundreds of polytechnics and other technical/vocational colleges, educational outcome of technical and vocational institutions has, to a large extent, been disconnected from the industrial and socio-economic needs of the country due to undue emphasis on paper qualification at the expense of competence.

The problem of this research work, in view of the aforementioned issues, is to assess the curriculum design and implementation quality indicators available for quality assurance in the Office Technology and Management Program of Polytechnics. A curriculum is a written plan that drives instruction. It delineates the skills and concepts taught and evaluated to enhance student achievement. The term “curriculum” is generally understood as the courses or programs of study offered by an educational institution. In view of the ever-changing time, there is the need to constantly review the curriculum in line with the aspirations of the people. Emmanuel as cited in Ibrahim (2014) described a curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behaviour changes in students as a result of planned activities. These include all learning experiences received by students with the guidance of the school. It is not possible to have a uniform curriculum for all the countries for all the time, because education is related to social, economic and political changes in each country. Curriculum content should therefore, be based on current information and not on the past information which have been proved to be false or outdated and unusable. There is therefore the need to constantly change and update the curriculum content.(Praveen, 2016).

According to Stabback, Male and Georgescu (2011) a curriculum is considered qualitative if the development of the curriculum was planned and systematic, inclusive and consultative and led by curriculum professionals, cyclical in nature, and sustainable. Such curriculum should value

each child and hold that every child matters equally; comprise high quality, relevant and appropriate 'content' which can contribute to the, development of competence, and is well organized and structured, and underpinned by a set of assumptions about how children learn. In addition the implementation of such curriculum should place new expectations on students, teachers, schools or learning environments, as well as education systems and authorities.

According to Schweitzer (2017) curriculum design implies the purposeful, deliberate and systematic organization of instructional blocks within a program, class or course. In other words, it is a way for teachers to plan instruction. When educators design curriculum, they identify what will be done, who will do it, and when. The ultimate goal of curriculum design is to improve student learning. In designing curriculum, effort should be made by designers to ensure that learning goals are not only aligned but also complement each other from one stage to the next. There are three basic types of curriculum design i.e. subject, learner as well as problem-centred design. Learner-centred curriculum design acknowledges that students are not uniform and should not be subjected to a standardized curriculum and therefore takes into consideration individual needs, interests and goals in its design which empowers learners and allow them to shape their education through choices. The Subject-centred curriculum design revolves around a particular subject matter or discipline e.g. web page design or Desktop publishing. This design focuses on the subject rather than the individual learner as the design dictates what needs to be studied and how it should. The third type of design i.e. the problem-centred curriculum design is a student-centred design which focuses on teaching learners how to examine a problem and come up with a solution to it. This design exposes learners to real-life issues, which helps them develop skills that are transferable to the real world. Problem-centred curriculum design enhances students' creativity and innovation while learning (Schweitzer, 2017).

Curriculum design quality indicators are those indicators relating to the statement of program vision and mission, goals and objectives; source, content and quality of curriculum in use as well as modalities, policies and regulations for its implementation for development of attributes expected of a graduate of the program.

The curriculum for the National Diploma (Office Technology and Management) program consists of four main components, for the National Diploma program: General education; Foundation courses, Professional courses and the Supervised Industrial Work Experience Scheme (SIWES). The general education component includes courses in citizenship education and Communication which are compulsory and accounts for not more than 15% of total contact hours for the program. The foundation courses include courses in economics, business mathematics, business administration, accounting, Nigerian legal system, and entrepreneurship. The foundation courses account for between 10 - 15% of the contact hours of each semester. The professional courses - are courses, which give the student the theory and practical skills needed to practice as a secretary. The professional courses account for between 60-70% of available contact hours. In addition, the Supervised Industrial Work Experience Scheme (SIWES) is taken during the long vacation following the end of the second semester of the first year (NBTE, 2004).

The curriculum for the OTM program is drawn in unit courses. In designing the units, the principle of modular approach by end product has been adopted, thus making each of the professional modules, when completed to provide the student with professional operative skills, which can be used for employment purposes. As the success of the credit unit system depends on the articulation of programs between the institutions and industry, the curriculum content has been written in behavioural objectives, in an attempt to publicize the expected performance of the student on successful completion of some of the courses of the program. The staff of the department teaching the program are also expected to enrich their own curriculum by stating the conditions existing in their institution under which performance can take place and to follow that with the criteria for determining an acceptable level of performance. Departmental submission on the final curriculum may be vetted by the Academic Board of the institution. The aim is to continue to encourage a solid internal evaluation system in each institution for ensuring minimum standards and quality of education in the programs offered throughout the Polytechnic system (NBTE, 2004).

Curriculum implementation is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. Curriculum implementation incorporates decisions about the contents and effective planning for providing learning experiences for its learners on the bases of content, organization of planning, administration or implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field (Praven, 2016). Implementation of curriculum is a much difficult task because it is based on theoretical and practical aspects as well. Two basic considerations need to be born in mind while planning implementation processes. One is the context in which implementation is carried out in terms of the physical and social characteristics of the setting. The second relates to teachers who actually are to implement the curriculum – their capabilities and attitudinal dispositions. Thus, adaptations by teachers to the changing demands of the physical and social settings where the curriculum is implemented, as well as their own proficiency in various methods of implementation becomes effective and meaningful.

The indicators of quality Curriculum implementation in institutions include those indicators relating to regularity of curriculum revision and improvement in view of the ever-changing technology and processes in the industry; nature and regularity of orientation program to freshers about the institution and the program; the nature and impact of the instructional processes in use; extent of the interconnectedness among the various components of the program curricular activities and preparation for practice as a Professional; evaluation protocol used by the institution/ department as well as mechanism employed for gathering, consolidating, disseminating and use of evaluation data.

Some of the requirements of effective curriculum implementation include: planning; clarity of thought; knowing how we will transact; review of the work; team responsibility; clarity of communication; addressing different levels of students; knowing, observing and understanding students at all times; time management; alertness; material organization; room set up; the way teachers reach out to students; as well as ready alternatives.

Curriculum implementation could be in the form of group work; project work, seminar presentations; assignments; symposia; discussions; workshop practices; preparation of learning materials; self and peer evaluation; micro teaching sessions; club activities; citizenship training camp; study tour; business sessions; use of information and communication technology; portfolios; quiz; debates; peer teaching; brainstorming; power point presentations; book reviews;

research colloquium etc. note making; thought for the day presentation by the students; extension activities; panel discussion; extempore speeches; paired leaning; criticism and discussion

classes; album preparation; role play and simulation; black board sketches; co-operative learning; study circle; tutor-ward system etc. The OTM curriculum and course specifications (NBTE, 2004) requires that the teaching of the theory and practical work should, as much as possible, be integrated.

Purpose of the Study

The main purpose of this study was to assess the curriculum design and implementation quality indicators available for quality assurance in the Office Technology and Management program of Polytechnics in North Central Zone of Nigeria. Specifically, the work will seek to:

1. Assess the curriculum design quality indicators for quality assurance in the Office Technology and Management program of Polytechnics.
2. Assess the curriculum implementation quality indicators for quality assurance in the Office Technology and Management program of Polytechnics.

Research Questions

1. What are the curriculum design quality indicators for quality assurance in the Office Technology and Management program of Polytechnics?
2. What are the curriculum implementation quality indicators for quality assurance in the Office Technology and Management program of Polytechnics?

Methodology

The study was designed as a descriptive survey. The population of the study consisted of 87 Lecturers/Instructors in the OTM departments of Polytechnics in North Central Nigeria offering the accredited Office and Technology and Management program as at December, 2018. No sample was drawn as the total population was studied. The questionnaire was the instrument for data collection. The research questions for the study were analysed using mean score for each item while hypotheses constructed for study were tested using the t-test tool of the Statistical package for Social Sciences was used with alpha established at 0.05 level.

Results

Research question One: What are the curriculum design quality indicators for quality assurance in the Office Technology and Management program of Polytechnics?

Table 1: Mean and standard deviation of respondents’ assessment of curriculum design quality indicators available for quality assurance in the Office Technology and Management program of Polytechnics.

| S/N | Quality indicator | N | Mean | Std. Dev. | Remarks |
|-------------------|--|----|---------------|-----------|-----------------|
| 1 | Participation of stakeholders (i.e. business educators, curriculum planners, the industry etc.) in the development of the OTM curriculum presently in use in the Polytechnic. | 86 | 2.7907 | .67067 | Adequate |
| 2 | Compatibility of the goals and objectives of the OTM program in the Polytechnic with Nigeria national educational goals as well as best practices in the secretarial profession. | 86 | 3.0465 | .63072 | Adequate |
| 3 | Clarity of laid down modalities, policies and regulations for implementing the OTM curriculum | 86 | 2.8837 | .65832 | Adequate |
| 4 | Flexibility allowed in the OTM curriculum to cater for emerging concerns and expectations from professional secretaries in modern organisations. | 86 | 2.8953 | .71995 | Adequate |
| 5 | Adequacy of the operational curriculum content for development of attributes expected of a Professional Secretary in the present digital era. | 86 | 2.9535 | .73416 | Adequate |
| 6 | Adequacy of resources specified for curriculum transaction in the current curriculum for content delivery in view of present realities in the industry. | 86 | 2.6860 | .75555 | Adequate |
| Grand Mean | | | 2.8759 | | Adequate |

Source: Field survey, 2019

Table 1 shows that respondents’ rated all items listed under curriculum design quality indicators such as participation of stakeholders in the development of the OTM curriculum in use ($\bar{x} = 2.7907$); compatibility of the goals and objectives of the OTM program with Nigeria national educational goals ($\bar{x} = 3.0465$); clarity of laid down modalities, policies and regulations for implementing the curriculum of the OTM program ($\bar{x} = 2.8837$); flexibility allowed in the OTM curriculum to cater for emerging concerns ($\bar{x} = 2.8953$); adequacy of the operational curriculum content for development of attributes expected of a Professional Secretary in the present digital era ($\bar{x} = 2.9535$); as well as adequacy of resources specified for curriculum transaction in the current curriculum for content delivery ($\bar{x} = 2.6860$) as “adequate”

Research question Two: What are the curriculum implementation quality indicators for quality assurance in the Office Technology and Management program of Polytechnics?

Table 2: Mean and standard deviation of respondents’ assessment of curriculum implementation quality indicators available for quality assurance in the OTM program of Polytechnics. (N = 86)

| S/N | Quality indicator | N | Mean | Std. Dev. | Remarks |
|-------------------|--|----|--------------|-----------|-----------------|
| 1 | Number of times the national curriculum in use has been revised in view of the ever changing technology and processes in the industry. | 86 | 2.4419 | .80593 | Inadequate |
| 2 | Curriculum improvement undertaken the OTM department in the Polytechnic in view of continued changes in technology and processes in the industry. | 86 | 2.5581 | .66163 | Adequate |
| 3 | Standing arrangement for comprehensive orientation to fresher’s about the Polytechnic and the OTM program on an annual basis. | 86 | 2.5698 | .77521 | Adequate |
| 4 | The Instructional methods in use for curriculum delivery by teachers in the OTM department to ensure attainment of program goals | 86 | 2.7442 | .67189 | Adequate |
| 5 | interconnectedness among the various components of the OTM program offered by curricular activities for the program in the polytechnic | 86 | 2.6395 | .66709 | Adequate |
| 6 | Preparation for practice as Professional Secretary provided in the OTM department through various in-house hands on experiences including simulated practice. | 86 | 2.5581 | .72930 | Adequate |
| 7 | Mechanism in place for using assessment and evaluation outcomes by the OTM department and the Polytechnic for enhancing competence of OTM students in addition to grading and certification. | 86 | 2.7442 | .73862 | Adequate |
| 8 | The evaluation protocol in use in the OTM department in the Polytechnic to ensure coverage of the objectives of the program within the minimum time specified in the curriculum. | 86 | 2.7326 | .71000 | Adequate |
| 9 | Implementation of the practical components of the program using laboratory facilities as specified in the curriculum. (especially for professional courses in the ratio of 50:50 or 60: 40 as specified in the guidelines) | 86 | 2.7907 | .72138 | Adequate |
| 10 | Students success rate in the OTM program within the minimum number of four semesters | 86 | 2.9651 | 0.58305 | Adequate |
| Grand Mean | | | 2.670 | | Adequate |

Source: Field survey, 2019

Table 2 shows that respondents rated the number of times the curriculum in use has been revised ($\bar{x} = 2.4419$) as “inadequate”. Other items listed under curriculum implementation quality indicators such as: Curriculum improvement undertaken the OTM department in the Polytechnic in view of continued changes in technology and processes in the industry ($\bar{x} = 2.5581$); standing arrangement for comprehensive orientation to fresher’s about the Polytechnic and the OTM program on an annual basis ($\bar{x} = 2.5698$); the instructional methods in use for curriculum

delivery by teachers in the OTM department to ensure attainment of program goals ($\bar{x} = 2.7422$); interconnectedness among the various components of the OTM program offered by curricular activities for the program in the polytechnic ($\bar{x} = 2.6395$); preparation for practice as Professional Secretary provided in the OTM department through various in-house hands on experiences including simulated practice. ($\bar{x} = 2.5581$); mechanism in place for using assessment and evaluation outcomes by the OTM department and the Polytechnic for enhancing competence of OTM students in addition to grading and certification. ($\bar{x} = 2.7442$); the evaluation protocol in use in the OTM department in the Polytechnic to ensure coverage of the objectives of the program within the minimum time specified in the curriculum ($\bar{x} = 2.7326$); the implementation of the practical components of the program using laboratory facilities (especially for professional courses in the ratio of 50:50 or 60: 40 as specified in the guidelines) ($\bar{x} = 2.7907$) as well as students success rate in the OTM program within the minimum number of four semesters ($\bar{x} = 2.9651$); were rated as “adequate”.

Conclusion

In view of the findings in tables 1 and 2 above, it can be concluded that the curriculum design and implementation quality indicators available for quality assurance in the Office Technology and Management program of Polytechnics in North Central Zone of Nigeria is generally adequate as only one item (i.e. the number of times the curriculum in use has been revised) out sixteen indicators identified was rated as inadequate.

Recommendations

In view of the findings and conclusion of the study, the researcher recommends that:

- I. Adequate measures should be put in place by the National Board for Technical Education to ensure the regular revision of the curriculum in use so the objectives of the program could be achieved.
- II. Proprietors and management of institutions offering the Office Technology and Management program should improve funding for the program to ensure that the quality indicators for the program are improved upon to make them very adequate for assurance purposes.

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OBJECTIVES OF BUSINESS EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract

This paper examined the objectives of business education for national development. Employment creation as a driving tool for national development as well as the role of business education in national growth and development. Federal Government of Nigeria through the National Policy on Education (2004) institutionalized the teaching of Business Education subjects at the lower, middle and upper Basic Education levels, with the hope that if properly taught at these levels, Business Education subjects will help to develop in the youth, the desired knowledge, attitudes, values, skills and competences that will make them to be useful and effective members of their society. It is believed that Business Education will help the youths to acquire social and civic literacy that will promote and enhance national development in Nigeria.

Key words: Business Education, employment creation, national transformation

Introduction

It is obviously been consider that the developmental transformation of any country is equal to the educational attainment of the people in that society. The economically developed countries of the world are the countries which outstand by the excellence of their educational system. Business Education represents a broad and diverse discipline that is included in all types of educational delivery systems, elementary, secondary and post-secondary. Business Education includes education for office occupation, business teaching, business administration and economic understanding (Igboke, 2000).

For one to be transformational literate and an informed citizen, wise consumers and Competent workers, each person must have some understanding of the world of business and how it functions. Necessarily everyone should possess at least minimum knowledge, skills and understanding with which to make accurate judgement needed in our free enterprise society and to Make contributions to the world of work (National Policy on Education, 2013). Business Education aids in providing students at all levels with the ability to function effectively in the business world (Yahaya *et al.*, 2014).

Business Education is a conglomerate of courses/subjects that is concerned with the acquisition, development and inculcation of the proper value for the survival of the individual and the society, the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community, the acquisition of an objective view of local and external environments (National Policy on Education, 2004). The poor implementation and consequent positioning of Business Education worsens the dwindling situation of myriads of problems experienced in Nigeria today. As a result, the poverty and unemployment rates in Nigeria remain on the high side

(NEEDS, 2004). As noted by Osuala (2000), the success or failure of any economy depends on the functionality of its Business Education system. It is in recognition of the desire to create job-makers out of Nigeria, through Business Education, which aim at providing employable and



saleable skills for the scope of this paper which is to focus on the objectives of Business Education programme: challenges to National Development.

Concept of National Development

Development is the conversion of community into socially, economically, politically, educationally, orderly, and materially desirable status, with the sole aim of improving the quality of life of the people. It is also referred to as the collective distribution of resources, the integration of the people into national economy; it is a socio-economic process which seeks to bring about a more equitable distribution of resources and income within the society (Mundi, 2008). According to Ohagwu (2010) development is not the same thing as change, growth or modernization, but the nature, content and course of a society, it is the choice about goals for achieving the realization of human potential. Gboyega (2002) described development as an idea that embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in material well-being of all citizens, not the most powerful and rich alone, in a sustainable way such that today's consumption does not imperil the future, it also demands that poverty and inequality of access to the good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihoods and expansion of life chances

National development also can be the ability of a nation to improve the lives of its citizens in terms of human capital, economy, social improvement, democracy building, among others.

According to Lawal (2014), it is an exploitation and utilization of both human and material resources to improve the lots of a nation as it embraces the improvement in the social welfare of the people of that nation. Education serves as a cornerstone to any form of development as it lies at the heart of every society. It is a key and a vital element in the broad development of the nation's youth's capacity to address and solve surrounding problems or difficulties. According to Ezeani (2012), education consolidates and holds upon basic education to empower the youth to really live, function as a productive member of the society, earning a living, and contributing to societal progress.

Objectives of Business Education

The focus of Business Education is the orientation of recipients which enhances wealth creation, employment generation and poverty reduction are very important in the people life. All of which reduce and indeed capable of eliminating youth restiveness, promote national development and cohesion and unmolding responsible citizenry. All these are dividend of development of a nation's economy and the absence of which portend under-development of the economy. This is necessarily so because with responsible citizenry, less restive youths and peaceful societal coexistence, nationalism and the desire for higher productivity are embraced by all and sundry. Hence, the aims/objectives of Business Education, as contained in section 6, sub-section 49 of the National Policy on Education (2004) are to:

- i. provide the business knowledge and vocational skills necessary for industrial, commercial and economic development.
- ii. provide trained manpower in applied technology and commerce, particularly at sub-professional grades.
- iii. provide people who can apply scientific knowledge to the improvement and solution of economic and environmental problems for the use and convenience of man.
- iv. enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

Furthermore, Aina (1994) posited that the objectives of Business Education broadly include:

- i. contribute to goal attainment of the total educational programme.
- ii. provide basic and business knowledge for all students

- iii. develop their economic understanding, personal consumer competency and personal-use competency; and
- iv. provide vocational skills for persons preparing for a business occupation, i.e. business competency.

Akinola (2006) identified the objectives of Business Education as to:

1. prepare students for employment after graduation;
2. meet the manpower needs of the society;
3. increase the options available to each student and serving as motivation in order to enhance all types of learning;
4. present a laboratory in which practice skill, knowledge and attitude are learnt to make the classroom instruction more meaningful and relevant;
5. provide an opportunity through the use of local business for the student to acquire additional skills and knowledge;
6. give the students background of training this will contribute to rapid advancement on the job;
7. make students' development of such personality traits as punctuality, dependability, accuracy, for effective and good sense of responsibility that makes for effective work;
8. help develop the right attitude towards and the habit of mind conducive to the proper use of technology;
9. provide the knowledge and skill necessary for industrial, commercial and economic development;
10. provide people who can apply scientific knowledge to the improvement, solution and convenience of man;
11. give training, and impart the necessary skills leading to the promotion of craftsmanship, technicians and other skilled personnel who will be encourage creativity and to enable young men and women to have an intelligent understanding of the increasing complexity of technology; and
12. stimulate and encourage creativity and to enable young men and women to have an intelligent understanding of the increasing complexity of technology.

Ikpe (2013) noted that generally accepted and defensible long range aims and objectives for Business Education are to:

1. equip the business students with the capacity to solve practical problems;
2. give the business students the capacity to communicate effectively both verbally and in writing;
3. provide the business students with a detailed knowledge of the intricate performance of a complex economic system; and
4. afford him/her through understanding of the functional arrears of business.

Objectives of Business Education in Primary School

Business Education as a field of study cuts across all levels of education. However, at the primary school, it does not stand out as a subject of its own. Rather, it is incorporated in some other subjects taken at that level. One of the aims of primary education is to provide the child with basic tools for further educational advancement including preparation for trades and crafts of the locality.

From a cursory look at the subject areas in Business Education, one will quickly identify areas like Business Mathematics, Business Communication, Social Studies where concepts like buying and selling, transportation, advertising, and storage of goods are mentioned. The basic counting and arithmetic operations upon which accounting, statistical and commercial mathematics are based, are part of arithmetic curriculum. Also, the communicative skill, ability to read and write which is essential to any business studies programme has its introduction or

background from the primary school English Language. From this, one can affirm that Business Education is evident in the primary school curriculum though not pronounced or documented as Business Education subjects like any other discipline (Okorie, 2011). Reasons for the introduction of business education at primary school are simple,

It will help to instil:

- (a) spirit of critical thinking in the children at such an early age;
- (b) spirit of rationality, honesty and business in the children;
- (c) essence of budgeting for every expenditure;
- (d) source of family needs and purchasing power;
- (e) need to acquire keyboarding skills and the use of computer in both business and offices;
- (f) why money is used and qualities of good money; and
- (g) time consciousness – ability to use time optimally.

Skills to be added include:

1. Elementary book-keeping to cover topics like:
 - petty buying and selling
 - daily accounting
 - profit and loss accounting
 - budgeting
 - family accounts
2. Elementary Marketing – market, trade & money
3. Elementary keyboarding and computer appreciation
4. Elementary Office Practice to cover time management.

Objectives of Business Education in Secondary School Business Education

Significantly, the goals of business studies at the junior secondary school (JSS) level as stipulated in the Basic Education Curriculum (BEC) for Junior Secondary Schools (BEC, 2013) include:

1. enabling students to acquire the basic knowledge of Business Studies;
2. preparing students for further training in Business Studies;
3. providing students with orientation and basic skills with which to start a life of work for those who may not undergo further training;
4. developing in the students the basic skills in office occupation; and
5. equipping the students with the ability to relate the knowledge and skills to the national economy.

The following are the skills components of Business Education to be taught:

- (i) Keyboarding/Word Processing
- (ii) Microsoft Office Professional
- (iii) Communication in Business
- (iv) Business skills
- (v) Digital literacy
- (vi) Financial literacy
- (vii) Web Design & E-Commerce
- (viii) Ethical, moral and legal considerations in business

The curriculum of Business Education at the JSS level is Business Studies taught as prevocational subject. The emphasis here is not for skill acquisition but to create general awareness of the basic business subjects. Business Studies are integrated subject and the following subjects are incorporated into it and taught as one: Office Practice, Commerce, Bookkeeping, Shorthand and Typewriting. Core subject such as Mathematics, English Language, Nigerian Language Science, Art and Music, Religion Education, Moral instruction and Practical Agriculture are included. At the senior secondary school (SSS) level, the subjects that make up

the Business Studies in the prevocational level now become vocational (business) subjects and offered as single subjects. The emphasis is for an in-depth knowledge and skill acquisition. The subjects are: Commerce, Economics, Shorthand, Typewriting and Bookkeeping/Accounting.

Objectives of Business Education in College of Education

The philosophy of Nigeria Certificate in Education (NCE) is to make the business teachers understand the concept and philosophy of the National Policy on Education as regards Business Education and the importance of Business Education in National development.

The objectives of NCE Business Education as contained in the National Policy on Education (2013) are as follow:

1. To produce well qualified and competent NCE graduate in business subjects who will be able to teach business subjects in our junior secondary schools.
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
3. To produce NCE business teachers who will start with so much desired revolution of vocational development right from the Nigeria Primary and Secondary schools.
4. To prepare students in Business Education with necessary competence so as to qualify them for a three-year post-NCE degree programme in Business Education in Nigerian Universities.
5. To equip graduates with the right skills to engage in a life of work in the office as well as for self-employment.

Objectives of Business Education in Polytechnic

Some of the major objectives of polytechnic education include among others:

- a. Provision of full-time courses of instruction and training in engineering, other technologies, applied science, business and management leading to the production of trained manpower.
- b. Provision of technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria; and
- c. Give exposure on professional studies in the technologies (NBTE, 1991).

The elements of Business Education in the polytechnics programmes are in the area of Accountancy, Business Administration, Marketing and Office Management and Technology.

Objectives of Business Education in University

At the university level, Business Education is offered in the faculty of education. The goal of the programme is to make an optimum contribution to national development and preparation of vocational business teachers. It also prepares professional business teachers' education curriculum to reflect our national requirements. The following are the roles of business education at the university level:

1. To provide business teachers with the necessary competencies In both business and professional education.
2. To provide competent and well competent graduates in business subjects who will be able to teach all the business subjects in the basic secondary schools and all the secretarial and accounting subjects in senior secondary schools.
3. To provide graduate business teachers who will be able to inculcate the vocational aspects of business education in society.
4. To provide teachers who will occupy teaching research and leadership positions in secondary schools, tertiary level of education and the business community.
5. To encourage and promote scholarship and research in all aspects of business education.

Role of Business Education in National Development

It is glaring that Business Education plays an important role in the preparation of the citizenry both vocationally and professionally for divergent careers in business. The numerous roles of Business Education in a dynamic business environment are as obvious as they prepare educators to cultivate creative behavior to become proud business operators. They could identify and exploit business venture opportunities to enhance entrepreneurship in the system.

The academic exposure enables them to interact with successful business men in the community and share the benefits of their successes in the community of their business empires. This enhances job creation and entrepreneurship development (Rufai, 2013). According to Osuala (2000), business graduates have the understanding of the economic system and therefore can intelligently position him in a manner that he can take advantage of latent choices which abound by the uninitiated. Recipients of Business Education are well groomed for manifold purposes in the society. It produces specialists for various fields such as Business Management, Secretarial Duties, Office Technology, Accounting, Marketing, Banking and Finance, Distributive Education to mention but a few. This creates avenue for career opportunities which has tremendous impact on global economy.

This is more so in the light of the contextual issue facing the discipline in the present day Nigeria. Business represents a broad and diverse discipline that is included in all types of educational delivery systems. It can begin at any level. It can be interrupted for varying periods of time and can be continued throughout the lifespan of an individual. Business education includes education for office occupations, distribution and marketing occupations, business teaching, business administration and economic understandings (Osuala, 2004). Its objective is to prepare entrepreneurs, managers, and employees for effective work relationship with the institutions of business and to give extension and rehabilitation education to those already employed in business occupations.

It is a veritable tool of overcoming the precarious unemployment situation in the nation. Unemployment as a social menace is assuming an upward trend in the world today and is posing serious threat to global economy on daily basis. Business Education has the necessary potentialities and capacities to reverse this trend and halt the present rural– urban drift and/or migration by elites. Training acquired in business is capable of making graduates to be self-employed through the acquisition of adequate skills to make them mentally and manually dexterous so as to contribute modestly to the global economy (Rufai, 2013). In the same vein, when a business educator establishes an enterprise, he/she would certainly employ oneself and others, thereby reducing and combating unemployment problem in the economy.

Problems inhibiting the Development of Business Education Programme in Nigeria:

The Need for repositioning having highlighted the objectives of Business Education and the developmental changes it brings along with it, it is important to state that such may be far from being realizable given the present constraints of business education programme. The problems of business education among others are poor funding, inadequate of infrastructure, teacher and government/parental factors, poor curriculum content, qualification and quality of teaches and so on. There are myriad of such constraints as noted by Yahaya et al (2014), prospects of business education despite the challenges facing most African countries today, some hold measures have been undertaken to bring Business Education into the mainstream of education and to bring it closer to the world of work. This is being carried out through a wide range of educational reforms and innovation as well as the restructuring of national economics to provide more employment opportunities. Oranu (2001) posited that a common goal has been, to make education more functional and development related by bringing Business Education into the mainstream of general education. Some of the most common innovations include the following:

1. Introduction of business education in early childhood education (at the primary school level) to inculcate positive attitudes towards Business Education in the world of work.
2. The diversification of Business education at the secondary school level to offer more opportunities to learners in order to enable them to choose and pursue careers of their interest.
3. The expansion and strengthening of Business Education, programmes at the post secondary level including teacher education.
4. The articulation of Business Education in higher education to ensure that those who are able and are motivated can pursue their education to the highest level possible.
5. Fostering a closer link between education institution and enterprises, to ensure quality and relevance in the Business programmes.
6. The introduction of entrepreneurship education in most Business Education programmes in order to prepare graduates for self-employment in the growing informal sector.
7. The promotion of associations for heads of Business Education institution and teachers to enable them participates more effectively in the decision making and management of Business Education in the country

Concept of Functional Business Education

A programme study can only be said to be functional if the experience acquired would enable the learners perform those things they could not do before and perform better those things they could only do well earlier. Mkpa (2002) stated that education is functional when it is not merely theoretical but rather it is skills oriented, geared towards the cultivation of intellectual skill, vocational and technological skill, social skills and the like.

1. If Business Education will be functional and justify the objectives stated above, the old way of inculcating knowledge into the learner must change. Computer literacy is a must for all Business Education Students.
2. Obanya (2002) opined that developing the intellectual and non-intellectual abilities of the child, rather than “feeding” the child with facts that are readily forgotten because they are “like foreign substances without any connection to the child’s life” this is the concern for Education.
3. The use of “functional instruction, to enable the learner gain thinking habits and develop the technical means needed for them. This will help in solving practical problems” this should be the focus of Business Education.
4. Education is not just a preparation for life, but life itself. Over the years, this paradigm has shifted from “function” to functional context, to functional skills”. Business Education should stress functionalism of skills rather than certificates. The old standard must give way to the new concept.

Advantages of Functional Business Education

Computer Education is the standard now. If computer must be part of Business Education then it must be functional. Students must be taught the computer operations of business education skills. Functional Business Education seeks and helps to promote learning and to get the best out of the learners for a useful living.

Functional Business Education Skills enable the learner, within the context to become a Business functioning member of the society. The essence is to equip him/her with the functional Business Education skills needed for doing so in a meaningful manner. Therefore, the curricular must be so directed.

Functional Business Education will go a long way in the development of our great Nation. This is because this course equips its beneficiaries especially tertiary education graduates, with the right skills that will enable them engage in the world of work either as office executives or as

private practitioners, employers of labour or for self-employment in a private small-scale industry, thereby increasing the gross domestic product (GDP) of the nation.

Conclusion

If the objectives of business education are anything to go by, the recipients are expected to advance on their chosen career throughout life. In other words, they are to remain relevant in their chosen business career – office educator/secretary inclusive. This occupation is highly dynamic, lucrative and enormous. Business education remains the basis of human resource development which provides knowledge, skills, attitudes and understanding needed to perform in the business world as a producer or consumer of economic goods and services that business offers. To ensure national transformation as being emphasized as slogan on daily basis, there is immediate need to tackle the challenges of business education programme headlong to pave way for the fulfilment of its roles in national life.

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UTILIZATION OF INSTRUCTIONAL RESOURCES FOR TEACHING SELF-EMPLOYMENT SKILL ACQUISITION BY BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS

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Abstract

The study assessed the utilization of instructional resources in teaching acquisition of self-employment skills in Kwara State tertiary institutions. One research question and two hypotheses guided the study. Descriptive survey design was used for the study. A population of 50 business education lecturers from two Universities and three Colleges of Education was obtained and used as the sample size because the number was manageable. A researcher-designed questionnaire (16 items) was used as instrument, duly validated by three experts in the Department of Business and Entrepreneurship Education, Kwara State University, Malete. A reliability coefficient of 0.75 was obtained using Cronbach's Alpha reliability method to determine the instrument's internal consistency for data collection. Mean and standard deviation was used to answer the one research question while independent t-test and linear regression statistics were used to test the two null-hypotheses at significance level of 0.05. Findings showed that lecturers' utilization of instructional resources in teaching acquisition of self-employment skills were low (mean=2.34, SD=0.89). The test result of null-hypothesis one of no significant difference between the mean responses of universities and colleges of education lecturers on the extent of lecturers' utilization of instructional resources was not rejected (0.786, $P>0.05$). Likewise, hypothesis two of lecturers' utilization of instructional resources has no significant influence on the students' acquisition of self-employment skills was not rejected also ($B=0.17$; $t_{(331)} = 1.50$, $P=0.141$). Based on the findings, it was concluded that, it might be difficult for business education students to acquire self-employment skills that can avail them of starting a business after graduation because of the low extent of lecturers' utilization of instructional resources in teaching self-employment skills. Therefore, it was recommended among others that lecturers should engage in adequate training in the use of instructional resources and create interest in using them in teaching, in order to equip the students with skills to accomplish their dream and aspiration as future self-employed and employers of labour.

Introduction

The more a country produces self-employed citizens among the youths, the better are the chances for improving economic growth, curbing the increasing rate of unemployment and the hardship associated with it. According to Undiyyaundayem (2015), one of the ways to address the challenge of unemployment would be for the tertiary institutions to be involved in teaching and learning acquisition of self-employment skills. According to Federal Republic of Nigeria (2012), tertiary institutions are mandated to produce skilled human resources necessary to function effectively in society by imparting requisite skills; knowledge and attitude that can enable students realize their potentials. Thus, Federal Government of Nigeria through the National Universities Commission (NUC), made entrepreneurship education a compulsory course for all undergraduate students in Nigerian universities. The objective for this is to make university education functional, practical and relevant (Akinboade, 2014) with the aim of inculcating entrepreneurial spirit in students, opined it would help in curbing the increasing rate of graduate unemployment. This is expected to be the objective of the business education programme as well. In addition, it was also declared by FRN (2014) that, the primary goal of



business education is to produce competent, skillful and dynamic business teachers, business-oriented people that can compete in the world of work, become self-employed and employers of labour. Bakare (2015) mentioned that business education is paramount to both personal and economic development by means of inculcating skills on the recipients for job creation and self-employment in any society. This means that business education is a vital component of vocational education in tertiary institutions that is responsible for training learners to acquire skills that will make them fit into the world of work either as employees or as employers. Policies Commission for Business and Economic Education (2014) stated that the importance of Business education in the learning environment is to educate students 'for' business and 'about' business. That is, business education is to play a prominent role in preparing students for the workplace and making them become responsible citizens capable of making quick decisions, take business risks that will benefit their personal and professional lives.

Okoro and Ursula (2012) observed that the objective of business education is to produce competent graduates for teaching business education courses, graduates for self-employment, self-reliance and possibly as employers of labour. Despite these expectations, it is observed that many business education graduates started their businesses, but could not sustain them. This pathetic situation maybe because business education students have not fully acquired necessary self-employment skills during their course of study even though tertiary institutions are expected to have enough resources and competent lecturers that can utilize instructional resources in teaching self-employment skills.

Empowering youths to set up businesses involve the proper acquisition of skills through education and training in tertiary institutions, which will enable them to recognize business opportunities for which they can deploy appropriate self-employment skills. Consequently, lecturers are considered a major factor for effective resources utilization in teaching and learning process for better skill acquisition. The term utilization refers to the degree of usage of a given material, in the execution of a given task (Uzuegbu, Mbadiwe & Anulobi, 2013). Utilization judges the value of instructional resources by the degree to which they satisfy instructional needs.

The utilization of instructional resources by lecturers requires some measure of competence, such as the ability to perform tasks and roles required to the expected standards. The effectiveness of anyone concerned to apply the acquired knowledge and skills to achieve desired results (Orji & Abolarin, 2012). Furthermore, Archer and Hughes (2011) defined the type of competence in utilizing instructional resources as a favourable combination of knowledge, willingness and ability of an individual to cope successfully with changing situation. This definition means, lecturers should note that the ability to perform their role in the use of instructional resources in teaching is essential for the acquisition of self-employment skills. In addition, utilization of instructional resources is necessary because they promote the realization of objectives of effective teaching and learning activities in tertiary institutions. At the same time, lack of utilization of instructional resources could negatively affect the students' learning (Archer & Hughes, 2011). In this vein, the emphasis is that, instructional resources can create change and progress in teaching when they are utilized. It is the utilization of instructional resources that can judge their values because by the degree in which they are singly or collectively satisfy the derived of instructional needs are not ends in themselves but means of attaining specific instructional functions (Okwelle, Chijioke & Allagoa, 2014). Anyanwu, Oduagwu, Ossai-Onoh, and Amaechi, (2013) posited that, once resources have been selected, careful preparation should come first by the user for effective and successful use of the teaching materials. That is, in a proper teaching-learning situation, the teacher must prepare himself in advance, the learners, and the environment. Then, preview the materials in order to follow the process of presentation accordingly. However, empowering youths to set up businesses involve

the proper acquisition of skills through education and training in tertiary institutions. This will enable the students recognize business opportunities for which they can deploy appropriate self-employment skills.

Statement of the Problem

Introduction of Business education to the tertiary institutions is to serve as a means through which business education students are expected to acquire vocational and business skills about self-employment. For that reason, it is expected that after graduation, students are expected to have acquired skills through training and experience that could enhance their capabilities, motivation and preparedness for self-employment. Despite the efforts by business education lecturers in teaching self-employment skills, results have not shown that the efforts are yielding any result. This is because many business education graduates are finding it difficult to justify the teaching efforts by the lecturers in starting and sustaining their businesses.

For instance, Uzuegbu, Mbadiwe and Anulobi (2013) observed that despite the advantages and fascination about the potentiality of instructional resources in enhancing teaching and learning, teachers still lagged in using instructional resources during teaching and learning. In support of this, Onyesom and Okolocha (2013) concluded in their study that business education students are learning without the utilization of instructional resources by the lecturers for students' effective development after graduation. This situation could raise the questions like: Do lecturers utilize instructional resources in teaching self-employment skills? Does utilization of instructional resources have influence on self-employment skills acquisition by business education students? These questions are what this study provided answers for, hence the researcher sought to assess the extent to which the business education lecturers utilize instructional resources in teaching the self-employment skill acquisition by business education students in tertiary institutions.

Purpose of the study

The main purpose of the study was to assess lecturers' utilization of instructional resources in teaching acquisition of self-employment skills by business education students in Kwara State tertiary institutions. The specific purposes of the study were to:

1. ascertain the extent to which business education lecturers utilize instructional resources in teaching self-employment skills acquisition by business education students in tertiary institutions.
2. examine the influence of utilization of instructional resources, on teaching acquisition of self-employment skill by business education students in tertiary institutions.

Research Question

One research question was to guide the study:

1. To what extent do lecturers utilize the instructional resources in teaching self-employment skills acquisition in tertiary institutions?

Hypotheses

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

- H₀₁ There is no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition in tertiary institutions.
- H₀₂ Utilization of instructional resources has no significant influence on teaching self-employment skill acquisition by business education students in tertiary institutions.

Methodology

The research design for this study was a descriptive survey. The population was all business education lecturers from five tertiary institutions offering business education, which are; Kwara State College of Education, Ilorin; College of Education, Oro; College of Education (Technical), Lafiagi; University of Ilorin, Ilorin; and Kwara State University, Malete. The population comprised 50 business education lecturers from the five tertiary institutions. Since the population size was manageable, the whole population was used as the sample size. The instrument used for data collection was questionnaire which was designed by the researcher with 16 items to elicit opinion of the respondents on the extent of lecturers' utilization of instructional resources in teaching self-employment skills acquisition by business education students in Kwara State tertiary institutions. Three experts validated the instrument. A reliability coefficient obtained was 0.75 using Cronbach Alpha reliability method to determine the instrument's internal consistency for data collection. The respondents were requested to indicate the extent of their responses according to the questions of the questionnaire items, on a four-point scale of Great Extent (GE), Moderate Extent (ME), Low Extent (LE), and Not At All (NA) with values of 4, 3, 2, and 1 respectively. The statistics used to analyze the data to answer the research question were mean and standard deviation. Independent samples t-test statistic was used to test hypothesis one while linear regression statistic was used to test the hypothesis two, all at significance level of 0.05. The number limit value used to interpret the analyzed data for the research question are: Great Extent (GE) = 3.50 - 4.00, Moderate Extent (ME) = 2.50 - 3.49, Low Extent (LE) = 1.50 - 2.49, and Not At All (NA) = 1.00 - 1.49. In the test of hypotheses of no significant difference or influence indicated that, if the observed probability value is less than the fixed probability value of 0.05, the hypothesis was rejected, but if the observed probability value is greater than the fixed probability value, the hypothesis was not rejected.

Results

Research Question One: To what extent do lecturers utilize the instructional resources in teaching self-employment skills acquisition in tertiary institutions?

Table 1: Mean and Standard deviation of Responses on the Extent to which Lecturers Utilize Instructional resources in Teaching Self-employment skills Acquisition

| SN | ITEM STATEMENTS | \bar{X} | SD | Remark |
|-------------------------|--|-------------|-------------|-------------------|
| 1. | Lecturers use Overhead Projector with screen and laptop for lesson delivery with MS Power point. | 2.12 | 0.87 | Low Ext. |
| 2. | Lecturers use MS Word processor with a computer for typing business correspondences. | 2.44 | 0.88 | Low Ext. |
| 3. | Lecturers use Printers to print typed documents. | 2.34 | 0.89 | Low Ext. |
| 4. | Lecturers use Photocopier to produce multiple copies. | 2.52 | 0.84 | Mod. Ext. |
| 5. | Lecturers use internet facilities like Modem/Satellite bowls to connect with global network. | 2.48 | 0.89 | Low Ext. |
| 6. | Lecturers use e-mail device to assign assignments and instructional materials to students and receive feedback. | 2.24 | 0.92 | Low Ext. |
| 7. | Lecturers use interactive computer software to teach exchange of ideas and free communication online. | 2.24 | 0.92 | Low Ext. |
| 8. | Lecturers use external storage devices to store educative materials from the internet for teaching. | 2.42 | 0.99 | Low Ext. |
| 9. | Lecturers use marker/magic board during instructional delivery. | 2.72 | 1.01 | Mod. Ext. |
| 10. | Lecturers deliver practical lectures in a well-equipped business education laboratory always. | 2.26 | 1.01 | Low Ext. |
| 11. | Lecturers teach business activities in their departmental-based Enterprise Centre/Model office if provided. | 1.98 | 0.87 | Low Ext. |
| 12. | Lecturers use MS Access to record, store and organise students' particulars and results. | 2.12 | 0.80 | Low Ext. |
| 13. | Lecturers use Adding machines/Calculators for calculation and collation. | 2.38 | 0.90 | Low Ext. |
| 14. | Lecturers use Computer-assisted instructional devices – Spreadsheet instructional software to experience e-learning. | 2.28 | 0.88 | Low Ext. |
| 15. | Lecturers use the scanner for producing a soft copy. | 2.04 | 0.88 | Low Ext. |
| 16. | Lecturers use appropriate classroom furniture during teaching for easy learning and class control. | 2.52 | 0.74 | Mod. Ext. |
| Weighted Average | | 2.34 | 0.89 | Low Extent |

Source: Field Survey, 2018

Table 1 shows the extent to which lecturers utilized instructional resources in teaching self-employment skills acquisition by the business education students in tertiary institutions. The respondents' responses, indicated that lecturers of Business Education in Kwara state tertiary institutions utilized the following instructional resources at moderate extent in teaching self-employment skills acquisition in tertiary institutions: Photocopying machines to produce multiple copies, Marker/magic board and appropriate classroom furniture for easy learning and class control were utilised to a moderate extent with (mean = 2.52 2.72 and 2.52 respectively). The MSWord processor for typing correspondences with computer, the Overhead projector and

Laptop with MS Power Point, Printers and Internet facilities/Servers (Modem/Satellite bowls) were utilized for teaching self-employment skills acquisition to low extent with mean scores of 2.44, 2.12, 2.34 and 2.48. The interactive computer software to teach exchange of ideas and free communication online, MS Access software to record, store and organize students' particulars and results, Scanning machines and Electronic network processor like e-mail device for assigning assignment and sending instructional materials to students, were utilized to a low extent with mean scores of 2.24, 2.12, 2.04 and 2.24 respectively. In addition, Computer Assisted Programmed Instruction devices - Spreadsheet, Touch-typing instructional software, usage of external devices to store educative materials and adding machines/calculators were all utilised to a low extent with (mean = 2.28, 2.42 and 2.38). The respondents indicated that lecturers' delivery of practical lectures in a well-equipped business education laboratory and use of Departmental based Enterprise Centre/Model office were utilised to a low extent as well mean = 2.26 and 1.98). The table shows that, all the 16 items have a standard deviation ranges from 0.74 to 1.01, which are below the fixed value of 1.96. This means that, the responses of the respondents are not wide spread as they are close to the mean, that is, the responses cluster around the mean. In summary, all the constructs in the table are provided to a low extent (mean = 2.34, SD = 0.89) which means, the lecturers utilize instructional resources in teaching self-employment skills acquisition by business education students in tertiary institutions to a low extent.

H₀₁: There is no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition in tertiary institutions.

Table:2 Summary of t-test of the difference between the mean responses of Universities and Colleges of Education lecturers on the extent of Utilization of instructional resources in teaching self-employment skills acquisition

| Group | N | Mean | SD | t-cal | Df | p-value | Decision |
|----------------------|----|------|------|-------|----|---------|----------|
| University | 21 | 2.26 | 0.70 | 0.786 | 48 | 0.435 | NS |
| College of Education | 29 | 2.41 | 0.67 | | | | |

Source: Field survey, 2018 P>0.05

The data in Table 2 reveals that there are 21 lecturers in the universities and 29 lecturers from the colleges of education used for the study. The responses showed that there was low extent of utilization of instructional resources in teaching self-employment skills acquisition (\bar{x} = 2.26; SD = 0.70) and (\bar{x} = 2.41; SD = 0.67). Their responses are close to the mean as the standard deviations are very low. The Table revealed that there was no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition ($t_{48} = 0.786$, $P>0.05$). Therefore, the null hypothesis was not rejected, which implies that the lecturers in university and colleges of education did not differ in their responses regarding the extent of utilization of instructional resources in teaching self-employment skills acquisition.

H₀₂: Utilization of instructional resources has no significant influence on teaching acquisition of self-employment skills by Business Education students in tertiary institutions.

Table 3a: Summary of Linear Regression Analysis of the influence of Utilization of instructional resources on the acquisition of self-employment skills by Business Education students in tertiary institutions

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|-------|----------|-------------------|--------|---------|
| 1 | 333 | 0.211 | 0.045 | 0.025 | 2.245 | 0.141 |

Dependent Variable: Self-employment Skills

Source: Field Survey 2018

Table 3 summarises the regression results of the influence of utilisation of instructional resources on the acquisition of self-employment skills by Business Education students. The result, indicated that there was a positive relationship between instructional resources utilisation and acquisition of self-employment skills ($R = 0.21$) while R-squared is 0.05. This means that, the independent variable (utilization of instructional resources) explained 21.1% variations of the dependent variable (self-employment skills). This is a reflection that, lecturers' utilisation of instructional resources significantly does not relate to self-employment skill acquisition by Business Education students ($F_{331} = 2.25$, $p = 0.14$).

Table 4 Test of significance

| Model | Unstandardized Coefficient | | Standardized Coefficient | | 95% Confidence Interval | | |
|--------------------|----------------------------|------------|--------------------------|--------|-------------------------|----------|----------|
| | B | Std. Error | Beta | T | Sig. | Lo/Bound | Up/Bound |
| 1 (Constant) | 3.076 | .276 | | 11.156 | .000 | 2.521 | 3.630 |
| I/ R. Utilization. | .170 | .113 | .211 | 1.498 | .141 | .058 | .398 |

Dependent Variable: Self-employment Skills

Source: Field Survey 2018

The test of significance results presented in Table 4 shows that utilization of instructional resources in teaching does not significantly influence Business Education students' acquisition of self-employment skills ($B = 0.17$; $t_{(331)} = 1.50$, $P = 0.141$). It is indicated that at 5% level of significance, it is evidenced that the regression equation specified that the utilization of instructional resources significantly does not influence Business Education students' acquisition of self-employment skills. Based on this, the hypothesis was not rejected, which implies that utilisation of instructional resources has no significant influence on the acquisition of self-employment skills by Business Education students in Kwara State tertiary institutions.

Discussion of Findings

The result revealed that, the business education lecturers utilized instructional resources in teaching self-employment skills to a low extent with average mean and standard deviation scores ($\bar{x} = 2.34$; $SD = 0.89$). It can be noticed from the result that most instructional resources that are paramount to teaching self-employment skills acquisition are utilized to a low extent. This low extent of utilization of instructional resources could be attributed to low extent of provision of relevant instructional resources, lecturers' inability to operate them and lecturers' reluctance to use the instructional resources where they are provided. This result is in line with Uzuegbu, Mbadiwe and Anulobi, (2013) who posited that lecturers still lagged in using instructional resources, despite the advantages and fascinations about the instructional resources potentialities. Findings on independent t-test analysis of hypothesis One on mean responses of universities and colleges of education lecturers on the extent of utilization of instructional

resources in teaching self-employment skills acquisition reveals, it is to low extent with mean and standard deviation scores ($\bar{x} = 2.26$; $SD = 0.70$) and ($\bar{x} = 2.41$; $SD = 0.67$). This indicated that there was no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition ($t_{48} = 0.786$, $P > 0.05$). This implies that, the hypothesis that states that there is no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition in Kwara State tertiary institutions was not rejected.

As regards findings on hypothesis two of linear regression analysis of utilization of instructional resources has no significant influence on the teaching acquisition of self-employment skills by business education students. The result in Table 3 revealed that, there is a positive relationship between utilization of instructional resources and acquisition of self-employment skills ($R=0.21$) while R -squared was 0.05. Also, the test of significance Table 4 revealed that utilization of instructional resources in teaching does not significantly influence Business Education students' acquisition of self-employment skills ($B = 0.17$; $t_{(331)} = 1.50$, $P = 0.141$). It indicated that at 5% level of significance, the regression equation specified that the utilization of instructional resources does not significantly influence Business Education students' acquisition of self-employment skills. Therefore, the hypothesis was not rejected because the observed probability value is greater than the fixed probability value. This result could be as a result of lecturers' utilization of instructional resources to a low extent whereby, they failed to create practical opportunity for the students during teaching and learning process. As such, the skills acquire by the students could not avail them the opportunity to start business of their own and sustain it, not to talk of becoming employers of labour after they graduated from school.

Conclusions

Based on the finding of the study, which revealed that, the lecturers' extent of utilization of instructional resources in teaching self-employment skills acquisition was in a low extent. Likewise, lecturers' utilization of instructional resources does not have influence on the acquisition of self-employment skills by the students. This could be the reason why student could not acquire the skills necessary for them to start a business that could help in alleviating the poverty, improve on economic growth and recession caused, due to high rate of unemployment. Therefore, it is opined that, if the lecturers could increase their extent of utilization of instructional resources, the students will improve on acquisition of self-employment skill in tertiary institutions.

Recommendations

1. The tertiary institutions and related associations like ABEN can organize adequate training, retraining, and workshops for business education lecturers for additional knowledge on how to use instructional resources that are relevant to teaching the acquisition of self-employment skills by business education students in tertiary institutions.
2. Lecturers should do practical teaching by organising workshops/seminars on self-employment skills needed for a successful business as an instructional presentation to students. This could avail the students the opportunities of gaining practical skills during teaching and learning self-employment skills.

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