



ORGANIZATION AND LEADERSHIP SKILLS REQUIRED OF BUSINESS EDUCATION STUDENTS FOR JOB PERFORMANCE IN UNIVERSITIES IN SOUTH EAST, NIGERIA

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Abstract

The study sought to assess the organization and leadership skills required of business education students for job performance in universities in South East, Nigeria. It adopts the descriptive survey design. Two research questions and two hypotheses tested at .05 level of significance were used. Population consisted of 77 Business Educators in universities in South East, Nigeria.. A validated questionnaire with reliability coefficients of 0.82 was used for data collection. Mean and standard deviation were used to analyze research questions while t-test was used to test the hypotheses. Based on the data analysis, it was found that the itemized organisation skills and leadership skills were required by business education students for job performance. The findings of the study showed that there is no significant difference between the mean ratings of male and female business education lecturers on the identified organisation and leadership skills required of business education students for job performance. Recommendations were made among which include; business education lecturers should expose business education students to activities that will enable them develop organisation and leadership skills to enable them fit into the world of work, curriculum planners should integrate the organization and leadership skills in business education curriculum at University level so that students will learn these skills for job performance after graduation.

Keywords: Organization skills, leadership skills, job performance, Universities, Business Education.

Introduction

The growth and development of any nation is hinged on the level of education attained by its citizens. In other words, education is the bridge to the development of



any nation. Education is the key for positive change in the society because of its far reaching effects on the growth and development of all sectors of the economy. Agi and yellow (2013) explained that education is critical to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is a basis for transformation, industrialization and highway to knowledge. In the same vein, United Nations Educational, Scientific and Cultural Organisation in Nwatarali ((2019) noted that education and training becomes very useful tools in preparing the individuals to realize his/her personality and provide skills and knowledge that would raise output and generate income. Technology has brought changes in every sphere of life causing competitiveness in the business world. Organisations have also discovered the need to offer quality products at lower costs, and employ strategies in facing the rapid change in the business environment. The national policy on education places the responsibilities of developing in youth and adults relevant knowledge, skills and attitudes for performing operations in business occupations in the hands of business educators through a well-developed and articulated curriculum.

Business Education is the aspect of total educational programme that provides the knowledge, skills, understanding and attitude needed to perform effectively in the business world as a producer and/or consumer of goods and services that business offers (Igboke, 2012). Esene (2012) defined business education as education for and about or training in relevant skills for office occupation. Emeasoba (2016) also explained that business education is a tripartite programme that prepares its recipient for the world of work both as a business studies teacher, business office employee or employer of labour/entrepreneur. Business Education is a programme of instruction that consists of two parts, namely office careers, and general business education programme, which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world (Ezenwafor, 2012).

The successes of any organization depend to a very large extent on the skills possessed by the human resources available. Effective organization enhances ones sense of control and competence, and it increases ones energy and productivity levels- all of which are pre-requisites for career success and profitability in Business Education. Organizational skills are set of skills that help people plan and prioritize their actions and activities in a way that makes them achieve their goals. Good organizational skills at individual level helps one to perform more effectively, avoid stress and receive greater satisfaction from work experience and at teamwork level, it helps one to delegate tasks more effectively, coordinate teammates work and



motivate them properly. Good organizational skill can transform a life in a short period of time because you can apply them to all parts of your daily routine (Woods, 2004). Good organization skills help in improved productivity and an overall increase in professional growth. It allows more effective problem solving and easier decision making and fosters innovation as they allow better planning of the means to implement your ideas. Fry in Cejovic (2011) explained that organizational skills can be argued to be an irreplaceable building block on the list of skills necessary to succeed in almost any setting or any field. Schools are preparatory instruments through which we train students to attain the skills and knowledge they will need to succeed later in life, it seems only logical that teaching or at least supporting the development of strong organizational skills should be an imperative part of school curriculum.

With the increasing number of activities and responsibilities that even young students are subjected to, making sure that students are equipped with the organizational skills to manage all of those expectations is becoming an important part of classroom learning. Doyle (2018) believed that organizational skill encompass a set of capabilities that help a person to plan, prioritize, and achieve his or her goals. The ability to keep work organized, allow workers to focus on different projects without getting disconnected or lost, thereby increasing productivity and efficiency in the workplace. Organizational skills are essential for multitasking and keeping a business running smoothly and successful. Organizational skills enable an employee to keep himself calm and prepared with systematic planning and scheduling. Maintaining strong organizational skills can reduce the chance of developing poor work habits such as procrastination, miscommunication and inefficiency. The benefits of good organizing skills can transform your life in a short period of time because you can apply them to all parts of your daily routine. For example, you can organize your work area, your files and other important documents, your computer, your calendar, as well as projects, telephone calls, meetings, your home among others. You can improve virtually anything in your life by organizing it. The benefits of organization are well worth the effort because you will be more focused, have more time and energy, be more productive and profitable, have more control over your life, and be happier (Woods, 2004). *Organizational Skills* are the techniques used by students to manage the materials needed for their schoolwork, manage their time when completing assignments and plan their actions to meet their learning goals. This is why Onoh (2013) noted that organisational skills will help an entrepreneur in the running of their business for achievement of their goals.



On the other hand, leadership in an organisation is one of the factors that play a significant role in enhancing or retarding the interest and commitment of individuals in that organisation. Leadership is defined as the interaction process which occurs between leaders and other workers, the goal of which is to achieve the determined aims of management (Voon, Lo, Ngui & Ayob, 2011). Leadership skills are the tools, behaviours, and capabilities that a person needs in order to be successful at motivating and directing others. It is the ability to help people grow in their own abilities. Leadership skills are the skills required to engage with, motivate, and persuade people to buy-in to a vision, objective, or goal. Al-Jammal (2015) explained that leadership skills are about communication, teamwork, planning, decision making, problem solving and other skills. Raising tomorrow's leaders' means instilling these skills in students because if leadership qualities and skills are fostered early in life it will help them to have strong personalities while growing up. Godbole (2011) also noted that students have potential leadership skills which with the support and encouragement of parents and teachers can help them assume the mantle of leadership within a part of his/her life. Some of the leadership skills are goal setting, time management skills, attitude to failure, traits of a leader, public speaking skills, creative leadership, social skills, communication skills, support structure among others. Cansoy (2017) stated that leadership skills expected in the young people at universities are problem-solving skills, goal setting skills, decision-making skills, group skills, group values, individual values, communication skills, motivation, social and moral responsibility, conflict management, self-knowledge, stress management, emotional awareness, self-regulation, self-management, management skills, being a model, critical thinking skills, taking risks, causing positive changes. One of the most important duties of higher education is to train the youth with leadership skills so that they can adapt to the life after graduation. Leadership skills, styles and models are approaches that leader can use to predict and be guided to practice. In essence, they are approaches that leaders utilize to pursue organizational goals and could be adopted and implemented to attain those goals to satisfy the organization effectiveness.

Gender has been observed to influence the organisation and leadership skills of individuals. This is supported by Pretorius, Millard and Kruger (2015) where male and female exhibit different leadership and organisational skills in an organisation.

Performance is an important criterion for organizational outcomes and success. Job performance assesses whether a person performs a job well. It is the quality of the output of workers in an organization. Job performance in Business education refers



to the contribution of stakeholders in business education towards achieving the goals and mandate of the programme. Ezenwafor and Hafsat (2017) noted that business educators' job performance could be measured through annual report of their teaching activities such as lesson preparation, mastery of subject matter, commitment, effective supervision and monitoring of students' work, motivation and class management among others. Organization and leadership skills are tools for achieving organizational set goals. Business Education students at university level require these skills to fit well into the world of work or be self-employed. This study therefore will investigate the organisation and leadership skills required by business education students for job performance.

Statement of the Problem

Organizational and Leadership skills are prerequisite for success in any organisation and those skills must be taught to business education students. These skills help students to be successful in the working world and also be self-employed and contribute to economic development. However, many students struggle with the basic organizational and leadership skills necessary for them to make the most of their educational experience and be at risk of limiting their options for the future (Boller, 2008). This is evidenced in the rate of unemployment among graduates of business education. This necessitated the study on the organization and leadership skills required of business education students for job performance in Universities in South East, Nigeria.

Research Questions

The following research questions guided the study.

What are the organization skills required of business education students for job performance in universities in South East, Nigeria.

What are the leadership skills required of business education students for job performance in universities in South East, Nigeria.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

There is no significant difference between the mean ratings of business education male and female students on the organization skills required for job performance in universities in South East, Nigeria.

There is no significant difference between the mean ratings of business education male and female students on the leadership skills required for job performance in universities in South East, Nigeria.



Methods

The researchers adopted a descriptive survey design for the study. The population of this study was 77 business educators in universities in South-East, Nigeria. There was no sample because the whole population was used for the study. The instrument for data collection was questionnaire designed by the researchers titled Organization and Leadership skills required of business education students for job performance (OLSRBESJPO). The questionnaire was made of two sections; section A and section B. Section A is made up of the demographic profile of the respondents while section B contained two clusters with twenty four (24) items that were used to answer the research questions. Cluster one had fourteen items and two had ten items. The research instrument utilized a 4-point scale with the following response option: Highly Required (HR), Required (R), Slightly Required (SR), Not Required (NR) with weighting numerical values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts, two in Business Education Unit and one in Measurement and Evaluation in the Department of Science Education all in College of Education, Michael Okpara University of Agriculture, Umudike. The reliability of the instrument was determined using Cronbach Alpha which yielded 0.82. The researchers and two trained research assistants distributed and collected the copies of the questionnaire. This indicates that the instrument was of a high reliability. Method of data collection was the use of questionnaire. Mean with standard deviation was used for analyzing the research questions while t-test was used to test the hypotheses at .05 level of significance. The decision was based under the principle of upper and lower limit of the mean thus.

3.50	4.00	Highly Required
2.50	3.49	Required
1.50	2.49	Slightly Required
1.00	1.49	Not Required

When the mean value of an item was 2.50 and above it was regarded as required and below 2.50 was regarded as not required. t-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis will be upheld if the t-calculated value was less than the p-value at the significant level of 0.05 and rejected if the t-calculated value was equal to or greater than the p-value at the significant level of 0.05.

Results

Research Question 1

What are the organization skills required of business education students for job performance in universities in South East, Nigeria?.

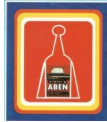


Table 1: Mean responses of lecturers of business education on the organization skills required of business education students for job performance in universities in South East, Nigeria.

S/N	Items Statement: The organization skills required of business education students for job performance in universities in South East, Nigeria were as follows	Universities		
		Means	SD	Remark
1	Grouping similar documents in the office and designating them according to activities in the work place.	2.92	0.84	Required
2	Keeping only the essential documents and eliminating unnecessary documents.	3.23	0.79	Required
3	Arranging your file properly using alphabetical order, subject matter, date or number.	2.79	0.83	Required
4	Having a good storage facility	3.14	0.75	Required
5	Proper filling of used files at the end of the day.	3.10	0.78	Required
6	Prioritizing of time schedule and daily tasks activities	2.91	0.76	Required
7	Using folders and academic planner to keep track of deadlines and appointments.	3.15	0.60	Required
8	Planning for tomorrow	3.11	0.94	Required
9	Scheduling your time well based on your activities of the day	2.97	0.74	Required
10	Ability to put right people to accomplish task	2.81	0.97	Required
11	Ability to manage staff well to take initiative and get results.	3.14	0.75	Required
12	Ability to participate in meetings and take minutes appropriately	2.79	0.83	Required
13	Ability to delegate responsibility	2.90	0.76	Required
14	Ability to coordinate resources in an organization	3.10	0.78	Required
Cluster Mean		3.01	0.80	Required

The result of data analysis presented in table 1 shows that the mean rating of the respondents ranges from 2.79 to 3.14 for the fourteen items showing that the items are the organization skills required of business education students for job performance in universities in South East, Nigeria. The cluster mean of 3.01 further indicates required. The low standard deviation of 0.80 shows that the respondents have similar opinion to all the items on the organization skills required of business education students for job performance in universities in South East, Nigeria.

Research Question 2

What are the leadership skills required of business education students for job performance in universities in South East, Nigeria?.



Table 2: Mean responses of lecturers of business education on the leadership skills required of business education students for job performance in universities in South East, Nigeria.

S/N	Items Statement: The organization skills required of business education students for job performance in universities in South East, Nigeria were as follows	Universities		
		Means	SD	Remark
15	Flexibility in ability to learn new skills.	3.18	0.74	Required
16	Commitment to organizational goals.	2.85	0.92	Required
17	Responsibility in setting effective goals and forecast.	2.73	0.90	Required
18	Being open to receive feedback.	3.24	0.62	Required
19	Being creative and problem solver	3.18	0.87	Required
20	Maintaining trustworthiness.	3.26	0.64	Required
21	Ability to manage conflict.	2.86	0.71	Required
22	Evaluating employees performance.	2.79	0.84	Required
23	Motivating staff.and understanding employees differences.	3.18	0.76	Required
24	Being able to communicate effectively.	3.34	0.54	Required
Cluster Mean		3.06	0.94	Required

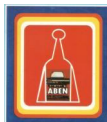
The result of data analysis presented in table 2 shows that the overall mean rating of the respondents ranges from 2.72 to 3.34 for the ten items showing that the itemized are the leadership skills required of Business Education students for job performance in universities in South East, Nigeria. The cluster mean of 3.06 further indicates required. The low standard deviation of 0.94 shows that the respondents have similar opinion to all the items on the leadership skills required of business education students for job performance in universities in South East, Nigeria.

Hypothesis 1

There is no significant difference on the mean ratings of business education male and female students on the organisation skills required of business education students for job performances in universities in South East, Nigeria.

Table 3: Summary of t-test analysis of the difference between the mean ratings of business education male and female students on the organisation skills required of business education students for job performances in universities in South East, Nigeria

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	28	2.93	0.87	50	0.42	0.52	Not Significant
Female	49	3.07	0.61				



The data on table 3 showed a t-calculated value of 0.42 with a P. value of 0.52 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states that there is no significant difference on the mean ratings of business education male and female students on the organisation skills required of business education students for job performances in universities in South East, Nigeria was retained. Hence, there is no significant difference in the mean ratings of business education male and female students on the organisation skills required of business education students for job performances in universities in South East, Nigeria.

Hypothesis 2

There is no significant difference on the mean ratings of business education male and female students on the leadership skills required of business education students for job performances in universities in South East, Nigeria.

Table 4: Summary of t-test analysis of the difference between the mean ratings of business education male and female students on the leadership skills required of business education students for job performances in universities in South East, Nigeria.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	28	2.98	0.81	50	0.50	0.59	Not Significant
Female	49	3.10	0.64				

The data on table 4 showed a t-calculated value of 0.50 with a P. value of 0.59 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states that there is no significant difference on the mean ratings of business education male and female students on the leadership skills required of business education students for job performances in universities in south east, Nigeriawas retained. Hence, there is no significant difference on the mean ratings of business education male and female students on the leadership skills required of business education students for job performances in universities in South East, Nigeria.

Discussion of Findings

The findings in table 1 showed that all the respondents agreed with the 14 items under organizational skill as required by business education students in South East Nigeria for job performance. These items include: Grouping similar things in the office and designating them according to activities in the work place, proper filing, good



storage facilities, planning for tomorrow, ability to delegate responsibilities, plan resources among others. This is in line with Onoh (2013) whose study revealed that organizational skills are needed to guide entrepreneurs in the running of businesses for the achievement of set goals. In the same vein Cejovic (2011) in his study revealed that organization skills will help students to perpetuate themselves toward greater success, better relationships and higher functioning. The findings further depicted that gender had no significant influence with regard to ten items as the organization skills required of business education students for job performance in universities in South East, Nigeria.

Furthermore, the finding of the study in table 2 revealed that the respondent agreed with all the items under the leadership skills as required by business education students in South East Nigeria for job performance. These items include: motivation, flexibility, commitment, feedback, creativity among others. This is in line with the study of Cansoy (2017) which stated that the leadership skills required by students are problem-solving skills, goal setting skills, decision-making skills, group skills, group values, individual values, communication skills, motivation, social and moral responsibility, conflict management, self-knowledge, stress management, emotional awareness, self-regulation, self-management among others. The findings further depicted that gender had no significant influence with the regard to ten items as the leadership skills required of business education students for job performance in universities in South East, Nigeria.

Conclusion

Based on the findings of this study, it was concluded that organisation and leadership skills have a positive correlation to organisations job performance. Effective leadership and organisational skills bring about positive organizational culture that can bring lots of benefit to the organisation as this can motivate the employees, communicate and work with each other, increase commitment and bring innovative ideas in the organization among others.

Recommendations

Based on the findings and conclusion, it is recommended that:

Curriculum planners should integrate the organization and leadership skills in business education curriculum at University level to enable the students learn the skills for job performance after graduation.

Business education lecturers should expose business education students to activities that will enable them develop organisation and leadership skills expected of them to enable them fit into the world of work.



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