



NIGERIAN JOURNAL  
OF  
**BUSINESS  
EDUCATION**

(The Official Publication of the Association  
of Business Educators of Nigeria)

Volume 8 No 2

October, 2021

Published by the:  
Association of Business Educators of Nigeria



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ISSN: 2408-4816

Publisher by the:  
Association of Business Educators of Nigeria  
Available on-line at [www.nigjbed.com.ng](http://www.nigjbed.com.ng)





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- c. Critical review of business education literature; and
- d. Articles on current issues in business education.

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## **INFLUENCE OF PROFESSIONALIZATION IN BUSINESS EDUCATION TOWARDS DEVELOPING STUDENTS' PROFESSIONAL ABILITIES IN PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA**

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### **Abstract**

*This paper empirically investigated the influence of professionalization in Business Education towards developing students' professional abilities in public universities in South East Nigeria. Two research questions were answered and two null hypotheses were formulated for the study. The researchers adopted a descriptive survey research design for the study. The population of the study comprised of 64 business educators in public universities in South East Nigeria. The entire population were studied and sampled since they were manageable for the study. Data for the study were collected using a structured questionnaire by the researcher's captioned "influence of professionalization in Business Education towards developing students' professional abilities (IPBETDSPA). Mean and standard deviation were used for data analysis while z-test was used for testing the null hypotheses at 0.05 level of significance. The findings revealed that professionalization in Business Education influence the development of teaching abilities in students in areas of managing discipline, imparting knowledge, mastering knowledge among others. On the other hand, professionalization influences the development of management abilities in students in line with the ability to interact, work and relate with people among others. It was recommended that business educators should adequately prepare and equip her students with sound professional abilities as it concerns teaching and management abilities to enable them expertly and professionally impart knowledge and as well competently manage human and material resources in organizations and any business outfit under their care.*

**Keywords:** Professionalization, teaching abilities and management abilities.



## **Introduction**

Business Education is a programme of study in tertiary institutions in Nigeria. It is aimed at preparing students for teaching and engaging in business activities either as employee or employer. It is a kind of Education that equips students with relevant skills or abilities to fit in the job world. Business Education is an integral programme that gives one opportunity to take up job in different areas of occupation. A business educator can take up a teaching job at any level of education depending on qualifications. Business Education is a branch of Education that involves teaching and learning viable skills and operations or management of the business organizations or industry. This field of education occurs at different levels; secondary and higher institutions. Business Education is a wide array of courses that are meant to teach students of various ages about the fundamental principles of business. This includes lessons on business management, business law, entrepreneurship, economics, marketing, accounting, office technology management, as well as computer courses, web design and many others (Falae, 2017). According to Schell (2018) Business Education programme involves training students in topics relevant to the business world such as accounting and marketing. The author further emphasized that in the 21<sup>st</sup> century, Business Education involves training students in the softer skills such as leadership. This indicates that Business Education is no longer hinged on just the major options of accounting, marketing and office technology and management. The globalization in education has made Business more professionalized as many business organizations now face competition from around the world and not just from other ventures or enterprises with their locality.

This necessitated that Business Education students ought to be prepared or rather equipped with adequate professional abilities or skills to enable them function in the business world and compete globally. This goes to buttress the importance of inculcating these softer skills, in Business Education programme, leadership, business ethics, and understanding of cultural differences, currency values, different understanding, information technology, personal finance, business law, international business skills, and many others. This is where professionalization plays a very vital role, since Business Education lecturers and students should be professional Business Educators in all ramifications. In other words they are not meant to be found wanting in any skills either major or softer skill as it concerns Business Education.

Profession is simply a job or vocation at which someone works and for which they have under gone training. It is what individuals do to earn a living after a period of training particularly in a formal education level. A profession is an occupation founded upon specialized educational training in a recognized tertiary institution. It is a type of job that requires and obtained through advanced educational training. Profession is a vocation, occupation, job practice that requires mastery of a complex set of knowledge, skills, competencies, attitudes, values, and ethics through formal education and practical experience. Similarly Profession an occupation that is dependent upon specialized intellectual study and training for the provision of skilled service to other member of society; government, non-governmental agencies for a definite fee or salary (Dada & Fadokun, 2010). Oyeakan in Adeoye, Oluwole and Oyewumi (2014) stated that a profession is an occupation whose basic



responsibility, public status and expertise are continually strengthened by specialized education and training within a specific period of time. It is a body of experts that provides a special service and exemplary leadership of harmonious survival of their community based on their accumulated knowledge, skills and wisdom. Profession in taxonomic approach was seen as possessing of a diverse range of characteristics differentiating them from other occupations. These characteristics centrally encompassed knowledge and expertise as well as others such as playing a positive part in the society. The emphasis is that taxonomic contributor gave to knowledge and expertise was based on the fact that professions typically had a stronger formal knowledge and higher educational base on training than other occupations (Freidson in Saks, 2012).

Similarly, Webb and Webb in Tapper and (Millet, 2015 ) considered that a profession is a vocation founded upon specialized educational training, the purpose of which is to supply objectives counsel and counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain. Fareo (2015) asserted that profession is a job that requires special skills or knowledge through special training with high level of education and it utilizes functional education and mental ability rather than manual or physical labour. This further connotes that a profession is a calling that implies acquisition of a full type of knowledge, range of skills, and their applications in service to humanity. The services rendered by professionals may be direct or indirect. Some of the characteristics features of a profession are; it requires extensive training of an intellectual character; its services are vital to society's well being; its practioners usually have a high degree of autonomy in deciding how to carry out their job; practioners usually undergo a process of certification or licensing by the state in order to be eligible to carry out certain tasks or provide certain services. Licensing gives practioners an exclusive legal right to provide those services; and professionals are usually organized in societies for example (ABEN, NAPSON, Agbo & Ekoh-Nweke, 2021). Besnson in Aukett (2017) outlined four distinguishing characteristics which separate a profession from just another job. These includes rules and standards over and above norms required by law; a membership which is independent in thought and outlook but which subordinates its private interest in favour of support for the governing body, disciplinary action if standards are not practiced and leadership. Similarly Oyeneyin in Adeoye et al (2014) highlighted size conditions which an occupation must fulfill to qualify as a profession. Those conditions includes; training, expertise, commitment, responsibility, autonomy and corporations. All the aforementioned goes to buttress the fact that profession is not just mere studying on undergoing training in a particular area but possessing the essential features of the occupational that will significantly distinguish an individual from other professions which marks one as professional in that area of study.

A professional Business Educator is an individual who has or obtained the professional qualification which enables him or her to be employed to lecture or teach in any recognized tertiary institution in Nigeria that offer Business Education programme at different levels and who is physically fit, of sound mind and mentally alert. Being a professional Business Educator simply entails conducting yourself according to the highest standards; giving your best effort in all ramifications as it concerns your profession.



Professional Business Educator means being knowledgeable and enthusiastic about one's job or occupation, creating a supportive and respectful classroom environment, building authentic relationships with and advocating for students, being organized and planning ahead, remaining focused and open to new or innovative ideas and continuing to learn, appreciating diversity and globalization, and making complicated subject matter engaging and understandable for students. According to Jalianna- Hansen (2019), professional teachers maintain the confidence of their students and parents; professional authority and composure in all educational settings, they know their students well enough to be able to modify content when needed, they know their content well, they build authentic relationships with their students and students parents and professional teachers are discerning toward the pedagogy that comes their way. Supporting this, Bedley (2018) highlighted the following on what is a professional Educator;

- Professional educators are value- driven, guided by principles, passion, and a purpose bigger than themselves,
- Professional educators are need analysts; competent to diagnose and prescribe options for educational success and significance,
- They believe their work a vocation and calling rather than an occupation where one merely occupies space,
- They recognized that change is the norm, they are growth –oriented and consider themselves life-long learners and contributors,
- They are climate creators, recognizing that the conditions that surround learning contribute to learning,
- They are catalysts in promoting calculated risks that advance their profession and enable everyone access to success,
- They promote cohesiveness, collaboration, and team-building. They promote a “we are better together” philosophy.
- They create a climate of ownership by ensuring that everyone involved in the educational process is invited to participate,
- They are accountable to their clients, community, parents and students, providing quality educational programme for all children,
- Professional educators belong to an organization that promotes their profession above personal gain.

The aforementioned are what a professional educators and business educators ought to display in performing their professional duties in their various institutions of learning but it was observed that very few of us are performing up to these expectation.

Professionalization simply connotes action or process of giving an occupation, job, or career appropriate training required qualifications both in theory and practice. It is a social process by which any trade, occupation, career, job or discipline transforms itself into a true profession of the highest integrity, competence and standard ethical values through adequate training. In other words, professionalization is a sociological process by which an occupation gains professional status, privileges and ethical principles. Professionalization also entails building into teaching career ethical principles, norms and control device to ensure that the practioners are worthy members of the profession with highest level of integrity. Professionalization describes education training and other training activities obtained in various programmes that transform its recipients' into professionals and as well a social process by which an occupation becomes a e characteristics of high status occupations, which include certifications and accreditations and the existence of professional associations.

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Similarly, Harvey (2012-2020) described professionalization as the process of turning an activity into the province of practitioners who regulate or otherwise control the exercise of the activity. The author further explained that professionalization usually involves specifying norms of conduct, ethical principles and qualifications for entry to profession. Oyekan in Adeoye, Oluwole and Oyewumi (2014) defined professionalization as a process involving improvement in the status and practice of the occupation as the practitioners continually upgrade the knowledge, skills and attitudes required for effective and efficient professional practice. This implies that professionalization in Business Education connotes improvement of business skills, knowledge, attitudes and ethical orientations or values which business educators need for good conduct and practice.

Influence of professionalization in Business Education towards developing teaching abilities in students cannot be overemphasized since Business Education is aimed at preparing her students as future teachers. Professional business educator is expected to prepare her students with all the rudiments of teaching activities as it concerns Business Education programme. Developing teaching abilities in students is not a mere talk, it involves a business educator that has what it takes to impart effectively. This implies that he must be a professional with adequate training in Business Education that will enable him to deliver the relevant skills, knowledge, and attitudes required by the students. Teaching abilities are simply defined as a group of teaching acts or behaviours intended to facilitate students learning directly or indirectly to ensure competence in teaching and as well develop confidence in teaching. Teaching abilities offers the chance to change other people's lives permanently for the better. This implies that teaching is a responsibility and any slip up is visible. Learner's minds and motivation vary a great deal and business educators have to find many different ways to connect with their students. Teaching is an incredibly rewarding thing to do for professionals, we mean teachers that have passion in their profession. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things and go beyond the given (Smith, 2018). Teaching abilities simply involves the ability to manage discipline by the teacher that is classroom management; the ability to impart knowledge which is teaching skills and the knowledge to impart that is subject knowledge. For business educators to carry out teaching activities effectively, these mentioned abilities must be appropriately displayed in the classroom since the three abilities are interwoven. Without subject knowledge the business educator will not be able to get it through to the student in her classroom and without discipline or classroom management her class will not give her the attention she needs to be able to use her teaching skills (Aniete, 2021). In line with this, Okoro (2016) asserted that teaching imparts new knowledge, ideas, skills, attitudes to students to enable them become self reliant in the society. Olulube in olusanya (2019) stated that teaching is a multi-dimensional, complex and diverse activity. In performing teaching activities by business educators, they are expected to teach effectively. This is where professionalization manifests in all aspects as effective teaching is an intelligent knowledge based activity which involves cognitive, affective and psycho motive domains and as well interpersonal elements of the education. Based on the aforementioned, business educator's needs quality training that can enhance their teaching effectiveness which enables the professionalization in Business Education programme.



Influence of professionalization towards developing student's management abilities is another area that cannot be overemphasized since Business Education programme is about business and management that happens to be the core skills in any business. Management abilities simply entail the ability to manage both human and material resources to ensure great success in an established venture. Management abilities entail understanding, developing and deploying people and their skills appropriately. It is all about identifying the skills that business or job roles require and matching it with the skills of individual employees to produce a better result. Management abilities are those attributes, or skills that a manager should possess in order to fulfill specific task in an organization towards achieving and attaining to organizational goals. It involves the ability to relate with other co employees and how to manage them and carry them along in the organization; planning, decision-making, problem solving, communication, delegation, and time management. Management abilities involve skills such as technical skills that give the managers the knowledge to use variety of techniques to achieve organizational objectives, conceptual skills which are the knowledge and ability for abstract thinking and formulating ideas analyze and diagnose a problem as well as finding creative solutions (Corporate Finance Institute Education, 2015-2020). According to Desda (2018), management abilities involve building good working relationships with people at all levels; prioritizing tasks effectively for yourself and your team; considering many factor in decision-making; knowing the key principles of good communication, understanding the needs of different stakeholders and communicating with them appropriately; developing new ideas to solve customers' problems; cultivating relationships with customers; building trust within your team and using emotional intelligence. Management abilities encompass determining what needs to be done and achieving results; practice of making rational decisions for allocating scarce resources to satisfy goals in a risky environment; ability to recognize, organize, execute and evaluate; application of planning, implementation and control concepts to the activities of production, marketing and finance (Steve & Jack, 2017). Management abilities are set of characteristics that help individuals to achieve better results and to be successful; characteristics needed to carry out the managerial processes necessary to obtain efficient results in the organization; attitudes of managers by means of which they manage to impose their own style, strategies, techniques and tools in the organization (Anica, Marioara, Daniel & Virgil, 2020).

### **Statement of the Problem**

The hallmark of any occupation, career or job is professionalization. This is because one has to display a great level of expertise in her chosen career or occupation which distinguishes her significantly from others. Business educators are expected as professionals in their field to expertly display professionalization in Business Education programme in all it involves. This professionalization is expected to manifest in their students as regards to developing teaching and management abilities in them to enable perform expertly in discharging any Business Education role. Unfortunately, it was observed that Business Education students are not actually performing expertly in Business Education areas as it concerns teaching and management abilities in schools and business activities as they were



trained. Thus, this study to determine the influence of professionalization in Business Education towards developing students professional abilities in public universities in South East Nigeria.

### **Research Questions**

The following research questions guided the study

1. How does professionalization in Business Education influence the development of students' teaching abilities in public universities in South East Nigeria?
2. How does professionalization in Business Education influence the development of students' management abilities in public universities in South East Nigeria?

### **Null Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance  
Ho<sub>1</sub>: There is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students teaching abilities in public universities in South East Nigeria.

Ho<sub>2</sub>: There is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students management abilities in public universities in South East Nigeria.

### **Method**

Descriptive survey research design was adopted in the study. This design was deemed appropriate since the study involved studying a group of people or items and as well collecting and analyzing data from only a few people or entire group (Nworgu, 2015). The area of study is South East Nigeria and public universities in this zone precisely. The population of the study consists of 65 business educators in the public universities in South East Nigeria. The entire population was studied and sampled due to the manageable size of the population. A 22 item structured questionnaire developed by the researchers was the instrument for data collection which was structured in 4-points rating scale of highly influence-4points, influence-3points, fairly influence-2points and not influence-1point. Data generated was analyzed using mean and standard deviation. Any item with mean ratings of 2.50 and above was regarded as influenced while items with mean ratings of 2.49 and below was regarded as fairly influenced. The z-test analytical tool was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was accepted if the z-critical value is less than the z-calculated value and the alternative is accepted.

### **Results**

The results of the study were presented based on the research questions and hypotheses that guided the study.

**Research Question 1:** How does professionalization in Business Education influence the development of students' teaching abilities in public universities in South East Nigeria?



**Table 1: Mean ratings and standard deviation of business educators on the influence of professionalization in Business Education towards developing students teaching abilities**

S/N	Teaching Abilities	MeanSD	Decision
1.	Ability to manage discipline influence	2.98	0.94
2.	Ability to impart knowledge influence	2.90	0.98
3.	Ability to have the knowledge to impart in his palms influence	2.83	0.76
4.	Ability to innovate new ideas influence	3.40	1.08
5.	Ability to organize knowledge influence	3.29	0.94
6.	Ability to effectively work in groups influence	2.85	0.89
7.	Ability to prepare for knowledge to impart influence	2.87	0.99
8.	Ability to collaborate with others influence	2.81	0.86
9.	Ability to motivate their students influence	2.75	0.92
10.	Ability to deal with conflict influence	2.95	0.76
11.	Ability to display high level of integrity in teaching influence	3.54	0.66
12.	Ability to display competence and ethical values in teaching influence	3.60	0.85
13.	Ability to upgrade the knowledge, skills and attitudes required for effective and efficient teaching practice influence	2.77	0.80
14.	Ability to acquire the characteristics of high status in teaching occupation influence	3.45	0.55
15.	Ability to uphold the specifying norms of conduct in Teaching influence	2.97	0.65



The analysis of data in Table 1 shows that the mean ratings ranging from 2.98 to 3.60 depicting influence which is above the criterion mean of 2.49. This indicated that professionalization in Business Education influenced the students teaching abilities as rated by business educators.

**Hypothesis 1:** There is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students teaching abilities in public universities in South East Nigeria.

**Table 2:** z-test analysis of the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students teaching abilities.

Variables	N	Mean	SD	DF	z-cal	z-crit	Remarks
Male	25	3.25	0.94	62	0.22	0.829	NS
Female	39	3.20	0.60				

Data in Table 2 revealed that the z-calculated value of 0.22 is less than the critical z-value of 0.829 at 0.05 level of significance of 62 degree of freedom. This indicated that there is no significant difference in the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students teaching abilities.

**Research Question 2:** How does professionalization in Business Education influence the development of students' management abilities in public universities in South East Nigeria?

**Table 3:** Mean ratings and standard deviation of business educators on the influence of professionalization in Business Education towards developing students management abilities



S/N	Management Abilities	Mean	SD	Decision
16.	Ability to interact, work and relate effectively with people	3.60	0.49	influence
17.	Determining what needs to be done and achieving results	3.40	0.66	influence
18.	Practice of making rational decisions for allocating of scarce resources to satisfy goals in a risky environment	3.57	0.49	influence
19.	Application of planning, implementation and control concepts to the activities of production, marketing and finance	2.69	0.92	influence
20.	Ability to help individuals to achieve better result and to be successful	3.29	0.59	influence
21.	Ability to carry out the managerial process necessary to obtain efficient results in the organization	2.93	0.96	influence
22.	Developing new ideas to solve customers' problems	2.90	0.94	influence
23.	Prioritizing tasks effectively for yourself and your team	3.20	0.75	influence
24.	Understanding the needs of different stakeholders and communicating with them appropriately	2.70	1.00	influence
25.	Ability to utilize variety of techniques to achieve organizational objectives	4.00	0.01	influence
26.	Ability for abstract thinking and formulating ideas, analyze and diagnose a problem as well as finding creative solution	3.60	0.49	influence
27.	Ability in problem solving, communication, delegation and time management	3.07	0.49	influence
28.	Ability to apply professional ethical principles in business and organizations	3.25	0.54	influence



Table 3 shows that the mean ratings of business educators range between 2.69 and 4.00 depicting influence which is above the criterion value of 2.49. This indicated that professionalization in Business Education influenced development of students' management abilities as rated by business educators.

**Hypothesis 2:** There is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students' management abilities in public universities in South East Nigeria.

**Table 4:** z-test analysis of the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students' management abilities.

Variables	N	Mean	SD	DF	z-cal	z-crit	Remarks
Male	25	3.21	0.70	62	0.21	0.47	NS
Female	39	3.31	0.57				

Results in Table 4 revealed that the z-calculated value of 0.21 is less than the critical z-value of 0.47 at 0.05 level of significance of 62 degree of freedom. This implied that there is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students' management abilities.

## Discussion

The result of the analysis in research question 1 shows that all the teaching abilities listed in Table 1 were influenced by professionalization in Business Education towards developing students teaching abilities. The findings of the study agreed with Smith (2018) which stated that teaching is the process of attending to people's needs, experiences and feelings and intervening so that they learn particular things and go beyond the given. The findings is also in line with Okoro (2016) which maintained that teaching imparts new knowledge, ideas, skills, attitudes to students to enable them become self reliant in the society. The result of testing of null hypothesis 1 revealed that there is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students teaching abilities; since the calculated z-value is less than the critical z-value at 0.05 level of significance and 62 degree of freedom. This finding is in agreement with Aniete (2021) which asserted that teaching abilities involves the ability to manage discipline, impart knowledge and know the knowledge to impart.



The findings relative to research question 2 revealed that all the management abilities listed were influenced by professionalization in Business Education towards developing students' management abilities. The findings are in agreement with Desda (2018) which asserted that management abilities involves building good working relationships with people at all levels; prioritizing task effectively for yourself and your team; considering many factors in decision making; knowing the key principles of good communication; understanding the needs of different stakeholders and communicating with them appropriately. The result of the analysis of hypothesis 2 showed that there is no significant difference between the mean ratings of male and female business educators on the influence of professionalization in Business Education towards developing students' management abilities; since the calculated z-value is less than the critical z-value at 0.05 level of significance and 62 degree of freedom. This is in agreement with Steve and Jack (2017) which emphasized that management abilities encompasses determining what needs to be done and achieving results; practice of making rational decisions for allocating scarce resources to satisfy goals in a risky environment and ability to recognize, execute and evaluate; application of planning, implementation and control concepts to the activities of production, marketing and finance.

### **Conclusion**

It is concluded that professionalization in Business Education greatly influence the development of students professional abilities as it concerns teaching and management abilities since Business Education programme encompasses teaching and business activities. Professionalization in Business Education indeed has made or rather equipped the students with professional abilities in areas of teaching and managing business outfits as they were adequately prepared by professional business educators while undergoing training.

### **Recommendations**

Consequent upon the findings and conclusion arrived at the study recommends that;

1. Business educators should adequately prepare and equip her students with sound professional abilities as it concern teaching ability to enable them expertly impart sound Business Education knowledge.
2. Business educators should adequately develop her students management abilities to enable them manage human and material resources in organizations and any other business outfits under their care.
3. Business educators should not deviate from the core abilities in Business Education programme in order to produce competent manpower both in schools as teachers and organizations as managers.
4. Management of universities should endeavour to always hire professionals of Business Education so that they will maintain and uphold Business Education core values and impart appropriately in the students.



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## **SKILLS REQUIRED BY OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION (OTME) STUDENTS IN COLLEGES OF EDUCATION IN DELTA STATE FOR EMPLOYABILITY**

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### **Abstract**

*This study examined skills required by Office Technology and Management Education students (OTME) in colleges of education in Delta state for employability. Two research questions guided the study. The population of the study consists of all the 28 OTME lecturers in the three (3) colleges of education in Delta State. There are Federal college of Education (T), Asaba, College of Education Warri, and College of Physical and Health Education Mosogar. There was no sample, because the population was manageable. The instrument used for data collection was a structured questionnaire, developed on a four point rating scale. The instrument was validated by two experts from two colleges of Education in Delta State. The reliability of the instrument was ascertained using Cronbach Alpha correlation Method, and a coefficient of 0.81 was obtained. Twenty eight (28) copies of the validated instrument were administered by the researcher and two OTME lecturers as research assistants. Out of the twenty eight instruments administered, twenty seven were retrieved which was used for data analysis. Mean and standard deviation were used to analyze the data. The findings revealed that, hard skills and soft skills are highly required by OTME students for employability on graduation. Based on the findings, the study recommends that the curriculum of OTME at the colleges of education level be reviewed to accommodate the hard and soft skills as part of the course content for employability.*

**Keywords: Skills, OTME, Employability, Colleges of Education**

### **Introduction**

Education is a bedrock and instrument for economic and social transformation, technological and economic sustainability of any nation. Education generally empowers and develops the citizenry to acquire skills and knowledge that would prepare them for the world of work. One of the educational subject areas that can be acquired in institutions of higher learning is Business education. Etonyeaku in Nwube (2019), sees business education as a formidable force that would equip individuals with appropriate skills, knowledge, attitudes, abilities, and competencies that would lead to suitable economic development. One of the main objectives



of business education is to empower students with desirable skills, knowledge and values to become gainfully employed or to be self-reliant upon graduation (Nwagu and Nwankwo, 2016). Business education has three major specialized subject areas, they are; Accounting Education, Marketing Education and

Office Technology and Management Education. According to Oyinkoye and Oluwalola (2010), Office Technology and Management Education is a new nomenclature that emerged and replaced the former Secretarial Studies Programme and was introduced by the National Board for Technical Education in 2004. They emphasized that the replacement is meant to make the programme and its recipients more ICT compliant and to adequately fit into the world of work appropriately, where equipment and new machines are emerging daily. Office Technology and Management Education (OTME) is an aspect of business education programme, a specialized course of study offered in Colleges of Education, Polytechnics and Universities (Olumese and Ediagbonya, 2016). Office Technology and Management Education curriculum is aimed at producing graduates who would be able to effectively manage the electronic driven office, and be equipped with secretarial and office skills for employment in various fields of endeavor. Yamme (2020), noted that modern offices are equipped with brand new business models, complex technology, right digital tools that connect and support employees for improved productivity. These new methods of performance in office duties as a result of technological changes in office environment call for adequate training and preparation of prospective graduating Office Technology and Management Education students to acquire knowledge, skills, competencies and experiences needed to perform above board in these 21<sup>st</sup> century modern offices. This is because; no worker excels in work place with adequate and relevant skills.

Ojo and Akhademe (2016) state that, OTME programmes are designed to equip students with office skills for employment in various field of human endeavor. These specific skills include knowledge, skills, and competencies that will enable them successfully hold positions as secretaries, managers and secretarial administrators in both public and private sectors of the economy. It also exposes students to industrial experience thereby, affording them the opportunity to practicalize their skills, and to develop in the students an occupational intelligence that will make them versatile and adaptable to the changing situation in the world of work. To achieve these objectives, the OTME curriculum at the college of education level must emphasize and inculcate in the students' employability skills that are relevant and required to function effectively in this modern day technological world.

The colleges of education in Nigeria are the "train-the-trainers" colleges as they are responsible for the production of middle manpower and teachers who will teach at the primary and junior secondary school levels. The colleges as stated in Federal College of Education Act (1986, No. 4) are to perform the following functions: to provide full time courses in teaching, instruction and training in technology, applied science, humanities and management; to conduct courses in education for qualified teachers; to arrange conferences, seminars and workshops relative to the fields of learning specified in "a" above and to perform other functions as in the opinion of the council may serve to promote the objectives of the college. To achieve the above functions, colleges of education programmes especially OTME should strive to equip the recipients with necessary skills that will make them employable on graduation (Odozie, 2019).



Skills are seen as proficient, capacity and competence, appropriate for a particular job, and has to do with expertise knowledge and creative resources to a level of mastery (Faderein Inalegwu, 2016). To acquire skills, an individual needs to obtain basic training or knowledge level related to the task to be performed whether formal, informal or a combination of the two. Boytziz (2010) in his view, describes skill as the ability to demonstrate a system and sequence of behavior that is functionally related to attaining a goal. However, skills can be referred to as the ability to do something well, usually gained through training or experiences that is needed. These skills when acquired would make OTM graduating students employable or self-reliant. The uncomfortable truth is that, colleges of education seem to have failed in their mandate of addressing the future of her OTME students. The scenario is that, those skills that employers seek in employees are not being taught or are taught half hazard during their training which makes OTM students a round hole in a square hole, employers of labour expect employees to be technologically incline and generally versed in their choice of profession because there is a correlation between hiring a graduate and acquisition of employability skills. These skills are referred to as employability skills or “work readiness”. The acquisition of these skills in the words of Mike (2014), brings with it such benefits as being self-employed, ability to create diverse job opportunities, and reduction in crime rate. On the other hand, failure to acquire these skills or poorly acquired lead to unemployable graduates and for those employed, are at best under-employed and are paid peanuts in comparison with what they would have deserved to earn if well placed in work place. This can only be achieved if the OTME students are properly trained.

Employability skills are core skills that is expected from an applicant that quest for job in the labour market. It is referred to as a saleable skill that any graduating student is supposed to possess. OTME students in higher institutions in Delta State are expected to be above board in their field of study, but the reverse is the case. Ali, Lang, Zainol, and Manser (2012), expressed that OTME graduating students lack adequate employability skills needed by employers of labour to be able to meet the 21<sup>st</sup> century modern office.

Skills required of OTME graduating students are high critical thinking skills that enable (OTME) graduating students to remember, understand, apply, create, evaluate and analyze knowledge/information. It includes competencies to apply hard skill and soft skill useful in achieving professional aspirations and organization goals. These hard and soft skills are further divided into technical element and behavioral elements (Noe, Hollenbeck and Gerhart, 2015). Technical elements or hard skill are used as a basis for the development of educational curriculum and future profiling of jobs and the technical functions that, public and private organizations desire most. Hard skill according to Kennedy (2016), are the skills OTME graduating students require each day to perform a job or task for example computer skill, or procedural knowledge applied in office job. Dennis and Jimmy (2011), see hard skills as the core competences and knowledge required from OTME graduating students for employability in modern day office such as the skill to operate office equipment, keyboarding, navigate word processing, compose messages, use stylus keyboard in shorthand writing, take minutes of meetings accurately, data analysis with computer package, protect documents with code.



Soft skills which is also referred to as behavioral or communication element, include attitudes and approaches applicants take to their work place which will enable them collaborate on team work. Daudu, Abidin, Sapuan and Rajadurai (2012), define soft skill as a cluster of personal qualities, habits, attitudes and social grace that indicates that an employee will be obedient and compatible to work with.

Soft skill has nothing to do with employees knowledge, rather it is the behavior that employee exhibit at one situation or the other at work environment. Moreover, many researches have been carried out on skills required of students in some subject areas, the works of Audu, Abdulkadir and Adul (2013), Mike (2014), Kennedy (2014) amongst others. It was observed that non-of this study was on OTME students. This is the gap this study intends to fill.

### **Statement of the Problem**

It is not a gain saying that, the major source of livelihood today is the possession of saleable skills by the prospective graduating students especially the students of OTME department from colleges of education in Delta State. Office Technology and Management Education offers set of instruction in this direction as it is a skill course. But the researcher observed that, OTME students do not graduate with adequate skills that are needed for employment in today's modern office. Audu, Abdulkadir and Abdul (2013), corroborated this in a recent survey research carried out, that over 40 million graduates are unemployable into the industries because of lack of technical and vocational skills required for jobs available This is an indication of the insignificance skill acquired in the programme offered in schools to the employment needs of individual learners . Based on this, there is need for OTME program to accommodate adequate and relevant skills that will enhance the competencies, knowledge and abilities of the students to be able to fit into the 21<sup>st</sup> century office and be able to perform optimally. Therefore, it is pertinent for the study to x-ray the skills required by Office Technology and Management Education students in Colleges of Education in Delta States for employability.

### **Purpose of the Study**

The main purpose of the study was to ascertain the skills required by OTME graduating students in Colleges of Education in Delta State for employability. Specifically, the study sought to determine;

1. Hard/technical skills required of OTME graduating students in Colleges of Education in Delta State for employability.
2. Soft/behavioral skills required of OTME graduating students in Colleges of Education in Delta State for employability.

### **Research Questions**

1. To what extent do OTME students in colleges of education in Delta State require hard/technical skills for employability?
2. To what extent do OTME students in colleges of education in Delta State require soft/behavioral skills for employability?



### **Methods**

The design for the study was descriptive survey. According to Abimbola (2014), descriptive survey design is a research design in which the entire population or representative of a sample is studied by collecting and analyzing data from a group of respondents through the use of questionnaire. This design is suitable for this study because the researcher used questionnaire to sought opinion of respondents. This study was carried out in Colleges of Education in Delta State. The population of the study consists of 28 OTME lecturers in both Federal and State owned colleges of education in Delta state.

These are Federal College of Education (Tech), Asaba (15), College of Education Warri (7), and College of Physical and Health Education, Mosugar (6). All the 28 OTME lecturers in the above Colleges were used for the study because the population was manageable hence, there was no sample. The instrument for data collection was a structured questionnaire titled "Skills Required by OTME Students in colleges of education for employability Questionnaire (SROTMGSEQ). The questionnaire was subjected to face validity by three experts from OTME departments in the above mentioned institutions used for the study. The Cronbach Alpha Method was used to measure the degree of consistency and it arrived at 0.81 which showed that the instrument was reliable. The instrument was structured on a four (4) point rating scale, with responses categories as Very Highly Required (4), Highly Required (3), Moderately Required (2) and Not Required (1). The questionnaire was administered by the researcher which made it possible to have high return rate, out of the twenty eight (28) questionnaires administered, 26 were retrieved indicating 93% return rate which was used for data analysis. The research questions were answered and analyzed using mean and standard deviation, any response from 2.50 and above were taken as the criterion mean value of acceptance, while any response below 2.50 were not accepted.

**Research Question1:** To what extent do OTME students in colleges of education in Delta State require hard/technical skills for employability?

**Table 1: Mean rating of the responses of OTME lecturers in Colleges of Education in Delta State on the hard/technical skills required of OTME students for employability. (N= 26)**

S/N	Hard/technical skills required by OTME students	X	SD	Remarks
1.	Ability to operate word processing applications	3.19	0.79	Required
2.	Ability to access, start and boot the computer system	3.42	0.79	Required
3.	Ability to mail merged documents	3.15	0.80	Required
4.	Ability to operate Microsoft excel and prepare accounting information effectively	3.19	0.74	Required
5.	Ability to protect documents using code	3.37	0.73	Required
6.	Ability to use power point for presentation	3.39	0.74	Required
7.	Ability to use graphic and design flyers	2.92	0.84	Required
8.	Ability to use desktop publishing	2.85	0.95	Required
9.	Ability to take shorthand dictations and transcribe same using computer	2.85	0.91	Required



10.	Ability to organize online video conference	3.19	0.73	Required
11.	Ability to access the e-mail	3.38	0.79	Required
12.	Ability to take minutes accurately during meetings	3.27	0.81	Required
13.	Ability to Paginate and print documents	3.35	0.78	Required
14.	Proficiency in typing skills	3.46	0.75	Required
15.	Analytical skill	3.27	0.71	Required
16.	Record Management skill	3.27	0.76	Required
<b>Grand Mean</b>		<b>3.04</b>		<b>Required</b>

**Note: X= Mean, SD= Standard Deviation, N= Number of Respondents**

The data presented in table one (1), shows that the mean ratings of all the respondents range from 2.85-3.46 which are greater than the cut-off point value of 2.50 on the four(4) point rating scale. This indicates that, the 16 items on hard/technical skills are required of OTME students upon graduation for employability in any organization. The standard deviation values of the 16 items on the table, range from 0.71 – 0.95 which signifies that the responses of the respondents are close to one another and the mean.

**Research Question 2:**To what extent do OTME students in colleges of education in Delta State require soft/behavioral skills for employability?

**Table 2: Mean rating of the responses of OTME lecturers in Colleges of Education in Delta State on the soft/behavioral skills required of OTME students for employability. (N=26)**

S/N	Soft /behavioral skills required by OTME students.	X	SD	Remarks
1.	Compatibility skill	2.96	1.01	Required
2.	Positive attitude towards colleagues	3.32	0.89	Required
3.	Ability to manage office stress without transfer of aggression	3.15	0.77	Required
4.	Telephone skills	3.27	0.76	Required
5.	Leadership skills	3.84	0.87	Required
6.	Motivational skill	2.96	0.77	Required
7.	Confidentiality skills	3.58	0.83	Required
8.	Listening skills	2.96	0.90	Required
9.	Problem solving ability	3.08	0.87	Required
10.	Decision making ability	3.04	0.76	Required
11.	Communicative skill	3.39	0.90	Required
12.	Self-confidence skill	3.19	0.79	Required
13.	Adaptive skill	3.15	0.82	Required
14.	Managerial skill	3.04	0.85	Required
<b>Grand Mean</b>		<b>2.74</b>		<b>Required</b>

**Note: X= Mean, SD= Standard Deviation, N= Number of Respondents**



The data presented in table two (2) revealed that the mean ratings of all the respondents range between 2.96-3.58 which are greater than the cut-off value of 2.50 on four (4) point rating scale. The grand mean is 2.74. This indicates that, the fourteen (14) identified items on soft/behavioral skills are required by OTME students upon graduation for employability. The standard deviation of the fourteen (14) items ranges from 0.76-1.01 which implies that the responses of the respondents are close to one another and the mean.

### **Discussion of Findings**

The findings in table 1 agreed that hard/technical skills are required by OTME graduating students for employability. All the items on hard/technical skills received mean scores above 2.50. The grand mean of 3.04 indicated that OTME lecturers in Colleges of Education in Delta State agreed that OTME graduating students require hard/technical skill for employability in any organization. This finding is in line with Ojo and Akhademe (2016), who found out that hard/technical skills are required for employability in the electronic office. This is because the ability to use hard/technical skills to process information, which is the bedrock of office functions, was rated high in the frequency table. Acquiring up to date hard/technical skills in the area of business cannot be overemphasized considering its importance. Hard/technical skills just like other sphere of life, have actually had impact on the operations of modern offices due to rapid changes in science and technology today.

More so, from the findings in table two (2), lecturers in colleges of education in Delta State agreed to a high extent with a grand mean of 2.74, which indicates that soft/behavioral skills are very much required by OTME graduating students for employability which is in line with Daudu, Abidin, Sapuan and Rajadurai (2012), who affirmed that, soft/behavioral skills are very essential for the employability in the automated offices. Soft/behavioral skills are one of the skills that an employee must adequately exhibit, because the very life of an organization is tied to one form of communication or the other which are part of soft/behavioral skills. Kennedy (2016), also indicated that employers require workers who are equipped not simply with hard/technical know-how but also with the ability to create, analyze and transform information and interact effectively with others.

### **Conclusion**

Education generally empowers and develops the citizenry to acquire skills and knowledge that will prepare them for the world of work. It is the process of leading and initiating individuals to acquire necessary skills, facts, knowledge, and attitudes that will enable them to work and coexist with others as useful and productive members of the society. OTME is a programme that is designed to equip students with office skills for employment in various fields of human endeavor. The findings of this study revealed that hard skills and soft skills are very much required by OTME students for employability on graduation. Therefore, it is necessary for the OTME curriculum to be reviewed to accommodate hard and soft skills which are requirements for employability.



### **Recommendations**

1. Government at the federal and state levels should constantly organize training and retraining programmes for Office Technology and Management lecturers on hard and soft skills so that they can effectively and efficiently inculcate such skills on their students upon graduation for employability.
2. School authorities and stakeholders in education should make adequate provisions of facilities required for the inculcation of these soft and hard skills for colleges of education teachers and students.
3. The curriculum of OTME at the colleges of education level should be reviewed to accommodate the hard and soft skills required for training students for employability.

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## **CAPACITY BUILDING NEEDS OF BUSINESS EDUCATION LECTURERS FOR PROFESSIONALISM IN PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA**

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### **Abstract**

*The study assessed the capacity building needs of business education lecturers for professionalism in public universities in South East, Nigeria. It adopts the descriptive survey design. Three research questions and three hypotheses tested at .05 level of significance were used. Population consisted of 147 Business Educators in public universities in South East, Nigeria. No sample was used because the population is not large. The instrument was validated by experts in business education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Test-re-test method was used to ascertain the reliability of the instrument with coefficients of 0.82 was obtained using Pearson product moment correlation coefficient. A four point response type of Strongly Agreed, Agreed, Strongly Disagreed and Disagreed with three sections and 36 items were used. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. Findings of the study revealed that capacity building needs of Business Education lecturers for professionalism focus on Information and Communication Technology (ICT), entrepreneurial and managerial competencies. The findings of the study further showed that there is no significant difference between the mean ratings of male and female business education lecturers on their capacity building needs in ICT, entrepreneurial and managerial competencies. Based on the findings, it was concluded that Business Education Lecturers need ICT competencies, Managerial and Entrepreneurial competencies for professionalism in the public universities and therefore should be encouraged. It was recommended among others that government should organize workshops, seminars and in service training to update business education lecturers on ICT, managerial and entrepreneurial competencies for professionalism in public universities in South East, Nigeria.*

**Keywords:** Capacity building, Business Education, Professionalism, Public universities, ICT, Entrepreneurship and managerial competencies

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## **Introduction**

Education is universally acknowledged as an essential tool in the process of national development to empower people with the knowledge, skills, values and attitudes to improve their quality of life, enhance productivity and capacity to learn new skills that would enable them participate more fully in the development process. The success and effectiveness of every educational system depends on the quality of its human and material resources. University education has the mandate to equip individuals with mental and intellectual skills that are very useful for the development of the society. Enang (2016) noted that university education provides high level skills and competencies that are required for the labour market. It promotes better career opportunities, clear definition of career path, career advancements and enhancement of personal growth among others. University education contributes to National Development by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation and making professional course contents reflects the national requirements (FRN, 2013). University lecturers being at the centre of teaching and learning process need to be adequately prepared and exposed to continuous professional development and capacity building programmes to enable them become more productive and adaptive to the changing world.

Business education is an educational programme offered in universities which prepares students for careers in business by inculcating skills, knowledge and competencies useful in the business world and the society at large. It empowers graduates with desired skills, knowledge and values that would make them to be self employed or employable by others (Enang, 2016). Business education is that programme of education that is planned for training and developing recipients to expose them to the field of business and as a profession consequently, expanding the way of imparting competencies for economic development of the society. Emeasoba and Mmuo (2018) viewed Business Education as a tripartite program of instruction which prepares the recipient or the learner with skills, competencies, knowledge, attitudes, values to be a business education teacher, an office worker or to be an entrepreneur. At the university level, Business Education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work.

Capacity building is a vital ingredient for the development of any nation and one of the mandates of university education. Osuji (2014) explained that capacity building in education refers to the wherewithal needed to translate high standards and incentive into effective instructional delivery and good performances. Capacity building is the process by which individuals and organizations obtain, improve and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently which allows them to perform at a greater capacity. Capacity building is important for the quality functioning of the educational system in this globalised economy. Chukwu (2009) identified capacity building as skills,



development and knowledge needed by group in order to participate fully in the labour market. It is about growth of the individual in knowledge, skills and experience. In building the capacity of educators through preparing them for professional education is to enable them make choices and to transform those choices into desired actions and outcomes. It is necessary to equip teachers with necessary academic and professional skill required for the effective performance of their duties. Chukwu also noted that capacity building of teachers enable them to offer students the learning opportunities that will prepare them to meet with class standards in a given content area and successfully assume adult responsibilities for citizenship and work. It should also empower individual teacher and community of educators to make complex decisions, identify and solve problems to connect theory, practice and student outcomes.

Furthermore, Obiye (2019) posited that capacity building entails improvement of teachers' pedagogical skills, improvement in classroom teaching, and quality education by reducing institutional barriers to the overall development of the students'. Egbo (2011) also defined capacity building as training needed by workers to enhance professional skills and improve attitudes and behaviours to excel on the job. Capacity building concerns competencies, resources and motivation. Individuals and groups who continuously develop their knowledge and skills by putting in so much time, energy and resources towards achieving improvement in their jobs and duties usually get things done effectively. And this is why building the teachers competencies as effective classroom managers, instructors and facilitators of learning is very crucial to the development of our educational system. For the development and realization of educational goals, quality education transcends building teachers' capacity for knowledge, skills, and curriculum.

Capacity building of lecturers becomes very important since it serves to develop their competencies in diverse areas such as managerial, leadership, learning, technology and entrepreneurial competencies among others. Building teachers' capacity entails personal and professional development of the teachers for efficiency, effectiveness and quality knowledge transfer. Building capacity is the process by which individuals, groups, organizations, institutions and societies increase their abilities to perform core functions, solve problems, define, achieve objectives, understand and deal with their developmental needs (UNESCO, 2005). According to Federal Republic of Nigeria (2013), all teachers in educational institutions across the country should undergo a mandatory professional development to be effective and productive in their duties. Furthermore, other Federal Government training institutions such as the National Economic Empowerment and Development Strategy (NEEDS) also emphasized the importance of capacity building of teachers in education for increased productivity. According to Osuji (2014), all programmes for enhancing teachers' capacities and competencies for educational sustainability in Nigeria should focus on: □ Developing survival skills, becoming competent in basic skills and expanding teacher's instructional flexibility. □ Acquiring instructional



expertise. □ Contributing to the professional growth of their colleagues. □ Exercising leadership in decision making for effective implementation of educational policies. Capacity building in this context refers to a set of activities and processes geared towards improving the competencies and capacities of Business Education Lecturers to enable them perform their duties as a professional. Professionalism consists of the attitudes and behavior one possesses toward one's profession. It is an attitudinal and behavioral orientation that individuals possess toward their occupations. Evans (2008) explained professionalism as attitudinally, intellectually, and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which he/she belongs, and which influences her/his professional practice.

This study viewed Information and Communication Technology (ICT), entrepreneurial and managerial capacity building needs of Business Education lecturers that will enable them perform their functions professionally. ICT refers to the whole range of technologies involved in information processing and electronic communication. It is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phone, computer and network hardware and software, satellite system among others, these contribute to organizing, processing, communicating, assessing, presenting, storing, retrieving and simplifying information when needed and in the form needed. ICT has played a significant role in accelerating the availability of learning opportunities in all parts of the world, to learners of all cultures and nationalities. ICT in education covers the use of computers, online self learning packages, interactive CDs, satellites, radio, telepresence system, optical fiber technologies and all types of information technology hardware and software (Onasanya, Shehu, Ogunlade & Adefuye, 2011).

Entrepreneurial competencies refer to the key characteristics that should be possessed by successful or budding entrepreneurs in order to perform entrepreneurial functions effectively. They include characteristics such as generic and specific knowledge, motives, traits, self-images, social roles, and skills that result in venture birth, survival, and/or growth. Competencies required by entrepreneurs can be classified into three namely: technical competencies, business management competencies and personal entrepreneurial competencies. Technical competencies involve such issues as writing, listening, oral presentations, organizing, coaching, being a team player and technical knowhow. Business management competencies are those required in starting, developing and marketing any enterprise. Competencies and/or skills such as decision making, marketing, management, financing, accounting, production, control and negotiation are essential for entrepreneurs. The personal entrepreneurial competencies include discipline, risk taking, innovativeness, persistence, visionary leadership and being change oriented. Many ventures die in their infancy for various reasons, some of which might be connected with the personal characteristics traits of the entrepreneur (Obayi, Obi & Okafor, 2012).



Entrepreneurship competencies are focused on developing youths with the passion and multiple skills. It is aimed to reduce the risk associated with entrepreneurship thought and guide the firm successfully via its initial stage to the majority. With the knowledge of entrepreneurial action, these students or potential entrepreneurs are able to understand how and what it means and takes to own a business, create ideas towards the achievement of desired goals and objectives. Through entrepreneurship education, skilled human resources who will be able to become entrepreneurs, self-reliant and sufficiently competent to meet the global needs in order to reduce poverty. It is with this in mind that the National Standards for Entrepreneurship Education were developed – to prepare youth and adults to succeed in an entrepreneurial economy. Entrepreneurial competencies therefore are the skills necessary for an entrepreneur to venture into an enterprise, organize and manage an enterprise ably and competently realize the goal for which the enterprise is established.

Management competencies are vital for any organization to succeed and achieve its goals and objectives. A manager who fosters good management skills is able to propel the organization's mission and *vision* or business goals forward with fewer hurdles and objections from internal and external sources. Management competencies involve planning, decision-making, problem-solving, communication, delegation, and *time management*. Good managers are almost always good leaders as well. In addition to leading, a critical role of a manager is to also ensure that all parts of the organization are working effectively towards achieving organizational goals.

The success or failure of business education programme in producing graduates who would effectively fit into the world of work, be self-reliant upon graduation and compete favourably in the global world is dependent to a great deal on the business education lecturers' educational capacity. It is therefore, essential to determine the capacity building needs of these stakeholders for them to upgrade themselves and perform their duties professionally.

### **Statement of the problem**

Business education is concerned with the training and preparation of students for gainful employment in labour market. To achieve this, lecturers ought to play a vital role in shaping, directing and redirecting its recipients towards realizing the goals of business education programme. Despite the widespread drive to develop employability skills/competencies of business education graduates, there are still gaps between graduate workplace performance and employers' expectations. Many graduates leave universities without requisite competencies to get a job or succeed in the world of work. Researchers revealed that lecturers are doing a poor job of developing the competencies of its recipients. According to Egbo (2011), there is a general perception that a significant number of Nigerian teachers/lecturers are not



well-equipped to deliver quality education for a number of interconnected reasons such as training-related issues, educational policy, educational structure, curricular, infrastructural limitations, low morale amongst others. This implies that students in Nigeria are not receiving the kind of education that will prepare them for lifelong global educational competitiveness of the 21st century that demands innovativeness, creativity, critical thinking, information communication technologies, ingenuity, adaptability and transferable skills acquisition. Increasing student achievement depends on teachers whose performance in turn, hinges on building their capacity. With regards to economic development, it should be emphasized that the quality of education as demonstrated by the quality of teaching, facilities and curricula. There is a renewed emphasis on the quality of teachers and teacher education. (Todaro and Smith, 2012). Indeed, no nation can build a strong and effective educational system without the continuous appraisal and subsequent improvement of its teacher capacity building needs since teachers remain the pillars of the system. It is against this background that this study sought to determine the capacity building needs of business education lecturers for professionalism in Public Universities in South East Nigeria.

### **Research Questions**

The following research questions guided the study.

1. What are the capacity building needs of business education lecturers on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria?
2. What are the capacity building needs of business education lecturers on entrepreneurial competencies for professionalism in public universities in South East, Nigeria?
3. What are the capacity building needs of business education lecturers on managerial competencies for professionalism in public universities in South East, Nigeria?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant difference between the mean ratings of male and female business education lecturers in their capacity building needs on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria?.

H<sub>02</sub>: There is no significant difference between the mean ratings of male and female business education lecturers in their capacity building needs on entrepreneurial competencies for professionalism in public universities in South East, Nigeria.



H<sub>03</sub>: There is no significant difference between the mean ratings of male and female business education lecturers in their capacity building needs on managerial competencies for professionalism in public universities in South East, Nigeria.

### **Method**

The descriptive survey research design was used in this study. The population of the study was all 147 (37 male and 110 female) business education lecturers in all public universities in South East, Nigeria. No sample was used because the population is not large. A four point rating scale questionnaire titled: capacity building needs of business education lecturers for professionalism (CBNOBELP) containing 36 items in three sections with strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) was used for data collection. The instrument was validated by experts in business education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Test-re-test method was used to ascertain the reliability of the instrument. A reliability coefficient value of 0.82 was obtained using Pearson product moment correlation coefficient. Data were collected by researchers with the help of five research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agree while the one with mean score less than 2.50 was disagree. t-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis was not rejected where the t-calculated value is less than the t-table value at the significant level of 0.05 and rejected if the t-calculated value is equal to or greater than the t-table value at the significant level of 0.05.

### **Results**

**Table 1: Respondents' mean ratings on capacity building needs of business education lecturers on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria**

<b>S/N</b>	<b>ICT COMPETENCIES</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1	Business education lecturers need internet to display multiple browser competencies for research and learning material on the web	3.39	0.70	A
2	Business education lecturers need electronic white board to teach the students.	3.35	0.74	A
3	Business education lecturers need ICT competencies for composing and sending correspondences through e-mail	3.46	0.71	A
4	Business education lecturers need computers and other	3.07	0.88	A



5	ICT gadgets to teach students. Business education lecturers need ICT competencies on how to make use of different softwares such as word processing, Microsoft excel, PowerPoint, database among others	2.99	0.91	A
6	Business education lecturers need ICT competencies on electronic bulletin boards for teaching and learning.	1.89	0.81	SD
7	Business education lectures need ICT competencies on the use of teleconferencing and video conferencing in learning	2.97	0.79	A
8.	Business education lecturers need to adopt e-learning strategy to deliver quality teaching to students.	3.05	0.82	A
9	Business education lecturers need ICT competencies for management of virtual classrooms in distance learning.	3.17	0.73	A
10	Business education lecturers need multi-media gadgets for instructional delivery	2.97	1.00	A
11	Business education lecturers need ICT competencies on network knowledge application	1.63	0.85	SD
12	Business education lecturers need internet competencies for social media platforms such as Facebook, WhatsApp, twitter, Instagram for teaching and learning.	1.76	0.90	SD
	Cluster mean	2.81		A

Table 1 shows that nine out of the 12 ICT competencies listed have mean scores above the cut off mean of 2.50 which means that the respondents agreed with them while only three have mean scores below the cut off mean of 2.50 showing that the respondents disagreed with them. However, the cluster mean score of 2.81 shows that the respondents agreed that Business Education lecturers need capacity building on ICT competencies for professionalism. The standard deviation scores for all the items are within the same range showing that the respondents are homogeneous in their ratings.

**Table 2: Respondents' mean ratings on capacity building needs of business education lecturers on Entrepreneurial competencies for professionalism in public universities in South East, Nigeria.**

S/N	ENTERPRENEURIAL COMPETENCIES	Mean	SD	Remarks
13	Business education lecturers need business and management competencies for survival of any business.	2.97	0.88	A
14	Business education lecturers need mastery of relevant course content and enriched with suitable methodology on entrepreneurial competencies for professionalism.	3.07	0.84	A



15	Business education lecturers need entrepreneurial competencies for establishing , managing and sustaining a business enterprise	3.43	0.74	A
16	Business education lecturers need budgeting and business operation competencies for professionals.	3.28	0.77	A
17	Business education lecturers need entrepreneurial competencies on business plans preparation and writing for professionalism.	3.35	0.72	A
18	Business education lecturers need creativity and innovative skills for ideas generation.	2.14	0.76	SD
19	Business education lecturers need entrepreneurial competencies for formulating and exploiting opportunities through feasibility study of the environment	3.03	0.76	A
20	Business education lecturers need entrepreneurial competencies on all the entrepreneurship opportunities available to business education graduates.	3.12	0.67	A
21	Business education lecturers need entrepreneurial competencies on the ability to take risk.	3.11	0.77	A
22	Business education lecturers need entrepreneurial competencies on the ability to set a goal and work towards achieving the goal.	3.02	0.79	A
23	Business education lecturers need practical skills/experiences to teach entrepreneurial competencies for mastery.	2.01	0.71	SD
24	Business education lecturers need ability to engage in research work to maximize efficiency and productivity for professionalism.	1.82	0.62	SD
	Cluster mean	2.86		A

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Table 2 shows that nine out of the 12 entrepreneurial competencies listed have mean scores above the cut off mean of 2.50 which means that the respondents agreed with them while only three have mean scores below the cut off mean of 2.50 showing that the respondents disagreed with them. However, the cluster mean score of 2.86 shows that the respondents agreed that Business Education lecturers need capacity building on entrepreneurial competencies for professionalism. The standard deviation scores for all the items are within the same range showing that the respondents are homogeneous in their ratings.



**Table 4: Summary of t-test analysis of the difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their ICT capacity building needs for professionalism**

S/N	Groups	No	Mean	SD	Df	T-Cal	T-Tab	Level of Sig	Remarks
1	Males	37	2.89	0.79					
2	Females	110	2.90	0.81	145	0.550	1.960	.05	NS

Table 4 shows that the t-calculated (t-cal) value of 0.550 is less than the t-table (t-tab) value of 1.960 at  $P \leq 0.05$  levels of significance and at 145 degree of freedom (df). This shows that, there was no significant difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their Information and Communication Technology competencies capacity building needs for professionalism. Therefore, the null hypothesis of no significant difference was not rejected.

**Table 3: Respondents' mean ratings on capacity building needs of business education lecturers on managerial competencies for professionalism in public universities in South East, Nigeria**

S/N	MANAGERIAL COMPETENCIES	Mean	SD	Remarks
25	Business education lecturers need competencies on ability to set achievable goals and policies guiding an organisation.	2.97	1.00	A
26	Business education lecturers need competencies on the ability to put the right people to accomplish tasks.	1.98	0.84	SD
27	Business education lecturers need competencies on employment development and managing employee performance.	3.46	0.71	A
28	Business education lecturers need human relation management competencies for professionalism	3.39	0.70	A
29	Business education lecturers need competencies on the ability to give feedback on performance.	3.43	0.74	A
30	Business education lecturers need competencies on the ability to coordinate both human and material resources.	2.14	0.76	SD
31	Business education lecturers need competencies on the ability to know the technicality of solving problems promptly.	2.97	0.88	A
32	Business education lecturers need managerial competencies on development of work related skills such as integrity, honesty, openness, communication among others.	2.11	0.77	SD



33	Business education lecturers need competencies on conflict resolution in order to maintain harmonious relationship among workers and build peace,	3.28	0.77	A
34	Business education lecturers need mentoring competencies in order to provide professional guidance to other students.	2.99	0.91	A
35	Business education lecturers need networking competencies.	1.99	0.70	SD
36	Business education lecturers need managerial competencies on different management skills and styles for professionalism.	3.05	0.82	A
Cluster mean		2.90		A

Table 3 shows that eight out of the 12 managerial competencies listed have mean scores above the cut off mean of 2.50 which means that the respondents agreed with them while only four have mean scores below the cut off mean of 2.50 showing that the respondents disagreed with them. However, the cluster mean score of 2.90 shows that the respondents agreed that Business Education lecturers need capacity building on managerial competencies for professionalism. The standard deviation scores for all the items are within the same range showing that the respondents are homogeneous in their ratings.

**Table 5: Summary of t-test analysis of the difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their entrepreneurial competencies capacity building needs for professionalism**

S/N	Groups	No	Mean	SD	Df	T-Cal	T-Tab	Level of Sig	Remarks
1	Males	37	3.04	0.79					
2	Females	110	2.69	0.72	145	0.917	1.960	.05	NS

Table 5 shows that the t-calculated (t-cal) value of 0.917 is less than the t-table (t-tab) value of 1.960 at  $P \leq 0.05$  levels of significance and at 145 degree of freedom (df). This shows that, there was no significant difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their entrepreneurial competencies capacity building needs for professionalism. Therefore, the null hypothesis of no significant difference was not rejected.



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**Table 6: Summary of t-test analysis of the difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their managerial competencies capacity building needs for professionalism**

S/N	Groups	No	Mean	SD	Df	T-Cal	T-Tab	Level of Sig	Remarks
1	Males	37	3.04	0.72					
2	Females	110	2.69	0.78	145	0.601	1.960	.05	NS

Table 6 shows that the t-calculated (t-cal) value of 0.601 is less than the t-table (t-tab) value of 1.960 at  $P \leq 0.05$  levels of significance and at 163 degree of freedom (df). This shows that, there was no significant difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their managerial competencies capacity building needs for professionalism. Therefore, the null hypothesis of no significant difference was not rejected.

### **Discussion**

The findings of research question one showed the capacity building needs of business education lecturers on ICT competencies for professionalism to include: internet, email, electronic board, computers with Ms Office, data management packages, multi media gadgets including teleconferencing and virtual classroom for teaching and learning. Social media platforms, network knowledge and electronic bulletin boards. This is in line with Emeasoba & Nweke (2018) whose study revealed that ICT needed and available for building the capacity of lecturers include computer, phone, network card, modem among others. The findings further depicted that gender had no significant influence with regard to the items on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria. ICT competencies are highly needed by business educational lecturers to enable them impact on the students the digital skills required for world of work and enable them compete favourably with their counterparts globally.

Furthermore, the findings of research question two revealed the capacity building needs of business education lecturers on entrepreneurial competencies for professionalism as: management, mastery of relevant course content and enriched with suitable methodology on entrepreneurial, budgeting and business operation, business plans preparation and writing, creativity and innovative skills, feasibility study among others. This is in line with Emeasoba & Ebokosia (2018) whose study revealed the entrepreneurship development areas students can be trained to include: on line marketing, operation of business centres, event planners among others. The findings further depicted that gender had no significant influence with regard to items on the entrepreneurial competencies for professionalism in public universities in



South East, Nigeria. With the high rate of unemployment in the society, there is need for graduates of business education to acquire entrepreneurial skills that will enable them start up small scale business venture and contribute to national development. Therefore, the business educators should be exposed to these entrepreneurial competencies for impartation on the students.

The findings of research question three revealed the capacity building needs of business education lecturers on managerial competencies for professionalism as: set achievable goals and policies, employment development and managing employee performance, human relation management, ability to get feedback on performance, mentoring, technicality of solving problems, development of work related skills such as integrity, honesty, openness, communication among others. The findings also showed that gender had no significant influence with regard to items on the managerial competencies for professionalism in public universities in South East, Nigeria. The success of any business to a great extent depends on the managerial ability of its managers, therefore, business educators should be trained on these skills for its graduates to fit into the world of work and perform effectively.

### **Conclusion**

From the findings, it was concluded that Business Education Lecturers need ICT competencies, Managerial and Entrepreneurial competencies for professionalism in the public universities and therefore should be encouraged.

### **Recommendations**

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

1. University administrators should establish ICT hub and adopt compulsory use of ICT facilities in teaching and learning of business education in public universities in South East, Nigeria.
2. Government should organize regular and compulsory workshops, seminars and in-service training to update business education lecturers on ICT packages, managerial and entrepreneurial skills for professionalism in public universities in South East, Nigeria.
3. Entrepreneurship centres should be established in business education departments by the institution for acquisition of entrepreneurial competencies.

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## **EFFECTIVE STRATEGIES FOR CURBING GRADUATE UNEMPLOYMENT THROUGH ADEQUATE SKILLS DEVELOPMENT IN BUSINESS EDUCATION PROGRAMME IN UNIVERSITIES IN SOUTH-EAST NIGERIA**

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### **Abstract**

*The study was necessitated by the need to curb the increasing level of graduate unemployment and the many associated ills in Nigeria generally and the South-East in particular is caused by lack of employability skills among the graduates. It determined effective strategies for developing skills in word processing and desktop publishing which are major components of the Business Education programme to curb the menace. Two research questions guided the study and two null hypotheses were tested. The study employed survey research design. The entire population of 65 business educators in public universities in the South-East offering the programme was studied without sampling because the size was not too large. A four-point rating scale questionnaire containing 24 items in two sections was used for data collection. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' views while t-test was used to test the hypotheses at .05 level of significance using statistical package for social sciences (SPSS) version 21. Findings of the study revealed that the most effective strategy for developing employability skills in the two vital technology areas are intensive practical and little dose of theory. Furthermore, there was no significant difference between respondents in Federal and State universities on effective strategies for developing adequate skills in word processing and desktop publishing among Business Education students. Based on the findings, the researchers concluded that adoption of the strategies considered effective by experts for developing adequate skills in word processing and desktop publishing is the only way to equip university Business Education graduates to succeed in self-employment and job creation in order to curb graduate unemployment. Consequently, it was recommended among others that all tertiary educational institution lecturers teaching word processing and desktop publishing should adopt the considered most effective strategies by the experts in order to develop adequate skills in students to help them secure and succeed in paid employment or become self-employed and job creators on graduation to curb graduate unemployment.*

**Keywords: Effective strategy, curbing, graduate unemployment and Business Education**

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## **Introduction**

Graduate' unemployment in Nigeria has reached an alarming rate and has become worrisome to the graduates, parents, government and the general public. Muogbo and John-Akamelu (2018) opined that Nigeria, like most developing countries of the world, is faced with a myriad of problems and realities which include unemployment, poverty, conflicts and diseases. Furthermore, Effiong (2019) averred that the high rate of youth unemployment in Nigeria continues to be a difficult puzzle for government to solve despite much social interaction programmes aimed at increasing job creation for the country's' youthful population. Unemployment occurs when an adult of working age remains idle due to lack of employment opportunities or other conditions including irrelevance as a result of obsolete skills. Graduate unemployment refers to a situation where graduates of tertiary educational institutions like colleges of education, polytechnics, monotechnics and universities who are of working age are unable to find jobs. According to Anyanwuocha (2011), unemployment occurs in the economy if there are people who are capable of working and who are qualified by age, law, custom and other factors to work but cannot find jobs. In the same vein, the International Labour Organization (2012) defined unemployment as the number of economically active population without work including people who have voluntarily left work.

Unemployment can be caused by so many factors. Jacob, Goshi and Jonathan (2019) identified inappropriate school curricular, poor electricity, insecurity and corruption as some of the causes of unemployment in a given society. Unemployment in Nigeria can be attributable to economic recession, economic reform policies, poor educational planning, rapid population growth and inadequate skills acquisition by graduates for self-employment. Unemployment could be structural, seasonal, voluntary, casual, frictional and cyclical. Kimberly (2020) identified three major types of unemployment, namely; cyclical, structural and frictional. Cyclical unemployment occurs during depression or recession and structural unemployment occurs due to changes in the consumption or demand patterns in an economy (Anyanwuocha,2011). On the other hand, frictional unemployment is the type of unemployment that occurs due to the economic situation of a country and exists all the time in every economy. It is inevitable in a developing country and occurs when people change jobs and may perhaps be unemployed for some time.

Prolonged unemployment can be very devastating on graduates. It causes them to suffer financial difficulties which can lead to poverty, hunger, kidnapping, pilfering, suicide and low standard of living. It may also cause the graduates to lose their self-esteem and respect. Effiong (2012) stressed that graduates from universities have a great difficulty in getting established which could be as a result of inadequate acquisition of relevant skills for self-employment. Skills acquisition helps individuals to become self-employed and create employment for others which, in turn leads to reduction in poverty and crime rate. Skill acquisition is the process of training an individual in a particular trade and also the development of a new skill.



Skill acquisition is a specific form of learning. It is the process of training a learner on the manual dexterity involved in performing given functions or tasks until they can expertly perform them. Pilot (2015) affirmed that companies today are searching for people who have many skills as against those who have good paper qualifications. Today's employers prefer skilled job seekers because they can perform many functions effectively and efficiently to contribute to the productivity and success of their organizations due to series of skills they possess. This goes to justify the need to discover effective strategies for equipping university and other tertiary educational institution students with relevant employability skills to help them secure paid employment or become self-employed on graduation to curb graduate unemployment in Nigeria.

Curbing means controlling or limiting something that is not beneficial or wanted. Graduate unemployment is not beneficial or wanted in Nigeria because it is breeding many societal ills and, therefore needs to be objectively curbed, controlled, reduced, limited or completely eradicated through skills acquisition especially in Business Education programme. Business education is a skill oriented programme directed towards equipping the recipients with relevant skills for success in paid or self-employment. Ekwue, Udemba and Ojuro (2019) defined Business Education as an educational programme that prepares students for entry into and advancement in jobs within business, handle their own business affairs and function intelligently as consumers and citizens in a business economy. Ubulum and Dambo(2016) posited that Business Education is a collaborative programme in which educational and industrial sectors of any economy form partnership thereby preparing the students to adequately fit into both industry and classroom as professional teachers.

The programme develops skills for all aspects of business in students. For instance, a sound Business Education programme must include courses in Accounting Education, Office Education, Marketing Education, Information and Communication Technology and Entrepreneurship studies. The objectives of business education programme differ at different levels of the education system in Nigeria. Generally, the objectives include among others to produce professional teachers that can teach business subjects in secondary schools, engage in professional studies in Business Education and graduates with intellectual understanding of the increasing complexity of the business world.

For the programme to serve its purpose as a veritable tool for skill acquisition for curbing graduate unemployment there is need to adopt effective strategies to adequately prepare the products for world of work with adequate skills acquisition in word processing and desktop publishing. Strategy is a novel for achieving a specific purpose. The effectiveness of a programme is determined by its ability to deliver expected results. In other words, effective strategies are those strategies that will enable students adequately acquire the relevant skills to secure and succeed in paid employment or self-employed and job creation on graduation when implemented. The key areas of focus are word processing and desktop publishing. Acquisition of relevant skills in word processing and desktop publishing can help to curb unemployment among Business Education graduates if the lecturers adopt effective strategies in teaching the course at the different levels of the programme. Such strategies could be building a functional computer laboratory for students' practical and generally making the teaching more practical than theoretical, students purchasing personal laptop for practice at



homes, offering the course from the first to final years in the programme so that students can master all the skills before graduation.

Word processing is the most common and widely used of all the computer applications. It is a process of creating, editing and printing all types of personal and office documents with professional touch. Word processing is an application programme that allows the users to create letters, reports, newsletters, tables and brochures among others. It contains options for document creation and modification such as editing, saving, copying, pasting, moving and deleting text; document formatting such as different font types, styles (bolding, underlining, italicizing) and colours; creating tables and printing document among others. All these make it a fantastic programme for producing all types of text-based personal and office documents accurately, neatly and speedily without stress.

Desktop publishing is the production of printed materials such as newspapers, brochures and magazines using a desk top computer and laser printer. Desktop publishing (DTP) is a product of computer technology which has replaced the conventional method of printing. Dawn (2019) affirmed that desktop publishing use publishing software to create various documents and products such as financial reports, business proposals, books, newspapers, newsletters, tickets and business cards. Furthermore, desktop publishing can be used to format and combine textual and numerical data, photographs, illustrations, charts and other visual elements. The researchers observed that most practicing desktop publishers in Nigeria are self-employed and that they contribute significantly to the nation's economic development. Therefore, business education graduates can key into this occupation if they acquire relevant skills in desktop publishing for self-employment which will drastically reduce the number that join the queue of seekers of paid employment. It is against this background that the researchers focused the strategies for effectively developing relevant skills in the two areas for curbing graduate unemployment.

### **Statement of the problem**

Graduate unemployment has become a global problem with several societal ills. The impact of COVID-19 may likely increase the level of this problem especially in a developing country like Nigeria. Many industries including public and private sectors are threatening to disengage their workers because of the effect of the global lockdown resulting from the pandemic. It is no longer a news that yahoo-business (internet fraud) is now a model in the society. Graduates of tertiary educational institutions like public and private universities without relevant employability skills in the current technology-driven era are under pressure to join other internet fraudsters in order to survive. This is why Effiong(2019) asserted that graduates from universities have difficulty in getting established because most of them are grossly deficient in skills required to secure and succeed in paid or self-employment. This could be due to non adoption of suitable strategies by lecturers to develop relevant skills in popular computer applications in Business Education which is a skill based academic programme in universities and tertiary educational institutions.

This ugly situation is compounding the high level of graduate unemployment in Nigeria as large numbers of university Business Education graduates are seen roaming the streets of urban centres in search of non-existing paid employment, failing employment interviews and unable to go into self-employment contrary to the objectives of the programme. If the situation is not suitably and urgently addressed more of the graduates will join the disturbing queue of



unemployed graduates thereby paving way for more societal ills. Obviously the adequacy of skills developed by students in the programme is determined by the suitability of the strategies adopted by the lecturers and supported by the institutions. Where unsuitable strategies are adopted, students' level of skills acquisition in word processing and desktop publishing will remain grossly inadequate thereby defeating the objectives of the programme and exposing the products to unbearable hardships. Therefore, the problem of this study is that there is lack of empirical data on suitable strategies for developing skills in word processing and desktop publishing among university Business Education students to equip them for success in paid or self-employment on graduation.

### **Research questions**

The following research questions guided the study.

1. What are the effective strategies for developing adequate skills in word processing among university Business Education students in South-East Nigeria to curb graduate unemployment?
2. What are the effective strategies for developing adequate skills in desktop publishing among university Business Education students in South-East Nigeria to curb graduate unemployment?

### **Hypotheses**

The following null hypotheses were tested at .05 level of significance:

- 1.. There is no significant difference between the mean ratings of business educators in Federal and State owned universities in South-Nigeria on strategies for developing adequate skills in desktop publishing among university Business Education students to curb graduate unemployment?
2. Significant difference does not exist between the mean ratings of business educators in Federal and State owned universities in South-East Nigeria on effective strategies for developing adequate skills in desktop publishing among university Business Education students to curb graduates' unemployment?

### **Method**

Descriptive survey research design was adopted for the study. The area was South-East Nigeria covering Abia, Anambra, Ebonyi, Enugu and Imo States. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Population of the study comprised 65 Business Educators in all public (State and Federal) Universities in the area offering Business Education programme. The entire population was used; therefore, there was no need for sampling. A four-point rating scale questionnaire titled "Strategies for skills acquisition questionnaire (SSAQ)" was used to collect data for the study. The instrument has 26 items in two sections in line with the specific objectives of the study with options of very effective (ME), effective (E), moderately effective (ME), ineffective (IE) . Mean and standard deviation were used to answer the research questions and determine the closeness of the respondents' mean ratings while t-test statistics was used to test the hypotheses at 0.05 level of significance using the Statistical Package for Social Sciences (SPSS) version 21. Decision



on the research questions was based on the mean scores of the items using upper and lower class limits of the mean. Thus, 3.50-4.00( most effective), 2.50-3.49 (effective) 1.50-2.49( moderately effective), 1.00-1.49( ineffective). Similarly, where the calculated t-value is less than the alpha value at 63 degree of freedom, the null hypothesis was rejected but where it is equal to or greater, the null hypothesis was not rejected.

**Results**

Research question 1: What are the effective strategies for developing adequate skills in word processing among business education students in South-East Nigeria to curb graduate unemployment?

**Table 1: Respondents’ mean ratings and standard deviation on strategies for developing adequate skills in word processing among university Business Education students to curb graduate unemployment**

S/N	Effective Strategies for developing skills in Word processing	Federal Universities N=46		State Universities N=19		Overall		Dec.
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_G$	SD <sub>G</sub>	
1	Provision of a functional computer lab by the institution	3.13	0.93	2.79	0.79	3.03	0.90	E
2	Starting word processing in the first year for all students	3.17	0.38	3.32	0.67	3.22	0.48	E
3	Parents/sponsors providing personal laptop for students	3.28	0.50	3.63	0.60	3.38	0.55	E
4	Putting word processing more of practical with a little dose of theory.	3.59	0.58	3.68	0.58	3.62	0.58	E
5	Using drill and practice only as teaching method	2.93	0.33	3.05	0.23	2.97	0.31	E
6	Departments and institutions providing regular power supply	3.02	0.80	2.74	0.65	2.94	0.77	E
7	Students should master keyboarding in the second year	2.93	0.33	3.00	0.58	2.95	0.42	E
8	Industrial training should be compulsorily done in a computer firm	3.33	0.52	3.11	0.46	3.26	0.51	E
9	Making word processing a three credit load from third year	3.07	0.80	2.84	0.69	3.00	0.77	E



10	Making it compulsory for students to type their seminar paper/project in the computer lab	3.54	0.55	3.11	0.46	3.42	0.56	ME
11	Engaging lecturers who can expertly demonstrate word processing skills to students	2.98	0.26	2.95	0.40	2.97	0.30	E
12	Engaging students to typeset work in the business centre for reward	3.11	0.38	3.05	0.23	3.09	0.34	E
13	Rewarding a student that shows proficiency in practical work	2.89	0.90	3.53	0.70	3.08	0.88	E
<b>Grand Mean</b>		<b>3.15</b>	<b>0.56</b>	<b>3.14</b>	<b>0.54</b>	<b>3.15</b>	<b>0.57</b>	<b>E</b>

Table 1 shows that the overall mean ratings of the respondents for all the listed effective strategies range from 2.94 to 3.62 indicating effective.. This means that the respondents to the itemized as the effective strategies for curbing graduates unemployment through skill acquisition in word processing. The overall cluster mean of 3.15 further depicts that the itemized are the effective strategies required. The low cluster standard deviation of 0.57 obtained from data analysis indicates that the respondents have consensus opinion in their responses to the items.

**Table2 : Summary of t-test analysis on the mean ratings of respondents from Federal and State universities on the effective strategies for developing adequate skills in word processing among Business Education students to curb graduate unemployment**

Variables	N	t-calc	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Federal universities	46	.260	63	.796	.18879	.72571	NS
State Universities	19						

Table 3 shows that the t-value at 63 degree of freedom is 0.260 with a significant value of 0.796 which is more than the alpha value of 0.05. This means that there is no significant difference with the regard to the 13 items between the mean ratings of respondents from Federal and State universities on strategies for developing adequate skills in word processing among Business Education students to curb graduates unemployment, therefore, the null hypothesis was not rejected.



**Table 3: Respondents' mean ratings and standard deviation on effective strategies for developing adequate skills in desktop publishing among university Business Education students to curb graduate unemployment**

/N	Strategies for curbing graduates unemployment through skill acquisition in desktop publishing include;	Business Educators in Fed.Uni. N=46		Business Educators in State Univ. N=19		Overall		Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_G$	SD <sub>G</sub>	
1	Offering desktop publishing as a course in business education	3.28	0.54	3.16	0.50	3.25	0.53	E
2	Installing desktop publishing software in all the computer system in the Lab	3.57	0.54	3.15	0.50	3.45	0.56	E
3	Lecturers need to adequately possess desktop publishing skills for effective demonstration	3.80	0.50	3.37	0.68	3.68	0.59	ME
4	Organizing seminars and workshops on desktop publishing for students	2.96	0.29	2.89	0.32	2.94	0.30	E
5	Department synergizing with desktop publishers for adequate skill development	2.91	0.81	3.21	0.63	3.00	0.77	E
6	Students compulsorily doing their IT in publishing firm	2.89	0.53	2.95	0.23	2.91	0.46	E
7	Business educators adopting suitable teaching methods in desktop publishing	3.37	0.53	3.34	0.48	3.35	0.51	E
8	Making exams in desktop publishing practical all through	3.07	0.83	3.26	0.65	3.12	0.78	E
9	Providing templates that have information and image for students	3.30	0.51	3.68	0.48	3.42	0.53	E
10	Students producing exercise books to serve as individual supervised project	2.98	0.26	2.95	0.23	2.97	0.25	E
11	Providing students	3.13	0.34	3.05	0.40	3.12	0.36	



completed work for guidance.								E
<b>Grand Mean</b>	<b>3.21</b>	<b>0.52</b>	<b>3.18</b>	<b>0.46</b>	<b>3.20</b>	<b>0.51</b>	<b>E</b>	

The result of data analysis presented in Table 3 depicts that the overall mean rating of the respondents ranges from 2.94 to 3.68 indicating that the itemized are the effective strategies for curbing graduates unemployment through skill acquisition in desktop publishing. The overall cluster mean of 3.20 further shows that the respondents agreed to the itemized. The low cluster standard deviation of 0.51 obtained from data analysis indicates that the respondents have consensus opinion in their responses to the items.

**Table 4: Summary of t-test analysis on the mean ratings of federal university business educators and state university business educators on the strategies for curbing graduates unemployment through skill acquisition in desktop publishing**

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Fed. Uni. Business Educators	46	.407	63	.686	.26087	.64174	NS
State University Business Educators	19						

The result of data in Table 4 shows that the t-value at 0.05 level of significant and 63 degree of freedom for the eight items is 0.407 with a significant value of 0.686. Since the significant value of 0.686 is more than the 0.05 level of significant the null hypothesis is not significant. This means that there is no significant difference with the regard to the 11 items on the mean ratings of federal university business educators and state university business educators on the strategies for curbing graduates unemployment through skill acquisition in desktop publishing. Hence the null hypothesis shows no significant difference.

**Discussion of findings**

Research question 1 Table one revealed that the respondents rated putting word processing more of practical with little those of theory as the most effective strategy for curbing graduate unemployment through adequate skill development in business education. Word processing is a skill oriented course and students need to do constant practice for mastery of skills. Acquiring adequate skills in word processing will empower graduates of university Business Education programme to establish business centers with internet facilities, employ workers and manage them successfully thereby curbing graduate unemployment. This finding agrees with the opinion of Ikechukwu and Najimu cited by Uchenu, Okeke-Onkonkwo and Ifi (2019) that acquisition of practical skills relating to occupation in various sectors of economic and social life will improve the standard of living of people and assist in eradicating poverty in the society. Therefore business educators who are experts in word processing should ensure that word processing as a course is loaded with heavy dose of practical.



Furthermore, the findings revealed that university ownership did not significantly influence the respondents' mean ratings on strategies for developing adequate skills in word processing among university Business Education students for curbing graduate unemployment. This implies that all the Business Educators irrespective of institutional ownership recognize the value of word processing skills for success in paid or self-employment in the current era.

The findings Table three revealed that the most effective strategy for curbing graduates unemployment through skill acquisition in desk top publishing is that business educators need to adequately possess desktop publishing skills for effective demonstration. Business educators cannot impart the necessary desktop publishing skills if they do not possess them. In line with the finding of the study, Jacci (2020) noted desktop publishing skill is a desirable skill set for office managers, teachers, Wordadministrative assistants, real estate agents and restaurants managers.

The test of hypotheses showed that significant difference did not exist between the mean ratings of business educators in Federal and State Universities on strategies for curbing graduates unemployment through acquisition of skill in word processing and desk top publishing. The reason could be that business education students need practical skills in both word processing and desktop publishing skills for self-employment irrespective of institutional type or ownership.

### **Conclusion**

Based on the findings of the study, the researchers concluded that adoption of the strategies considered effective by experts for developing adequate skills in word processing and desktop publishing is the only way to equip university Business Education graduates to succeed in self-employment and job creation in order to curb graduate unemployment.

### **Recommendations:**

Based on the findings and conclusion of the study, the researchers recommended as follows:

1. Word processing should be more of practical with little theory.
2. Business Educators should adequately possess desktop publishing skills for effective demonstration so as to equip the students with skills for self-employment.

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## **TEACHING STRATEGIES CONSIDERED SUITABLE FOR ENHANCING SKILL ACQUISITION AMONG OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS IN KANO STATE POLYTECHNIC**

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### **Abstract**

*The study investigated teaching strategies considered suitable for enhancing skill acquisition among Office Technology and Management (OTM) Students in Kano State Polytechnic. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The population and sample of the study was 23 lecturers of OTM. A 5- point structured questionnaire, duly validated by two experts in business education was used for data collection. The reliability of the instrument was ensured using test-retest which yielded co-efficient value of 0.81. Data collected were analysed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents' responses. T-test was used to test the hypothesis. Findings revealed that teacher-centered teaching strategy was moderately suitable for enhancing skill acquisition among OTM students. Whereas, students centered teaching strategy was seen to be suitable for the same purpose. The paper concluded that students' centered-teaching method was preferred for enhancing skill acquisition among OTM students in Kano State Polytechnic. The paper recommended, among others, that OTM lecturers should strategically select and use appropriate teaching strategy to enhance students' skills.*

**Keywords: Strategy, Suitable, Skill acquisition, Office Technology and Management**

### **Introduction**

Office technology and management (OTM) is a skilled based programme that is aimed at training students to render office support services in modern offices. It is among the programmes offered in Nigerian polytechnics with the aim of preparing the recipients with adequate knowledge, skills and competencies for employment and sustainable development. Fadare (2015) viewed office technology and management as a course of study designed to develop individual skills and information needed to enter and progress in employment. Agoha in Baba and Akarahu (2012) opined that the contemporary skills expected of OTM students are those that would make them well-fitted, competent and independent in the technologies of the 21<sup>st</sup> century. The strategies and skills in office technology and management are those that reflect the effective use of modern technology to perform varieties of office occupations.

The broad objective of any educational programme is the ability to use teaching strategies to accomplish a defined goal. Teaching strategy is the guiding materials and techniques which the teacher applies in order to influence students to understand a topic. Aliyu (2013)



lamented that strategy is the application of various resources and procedures for teaching contents. On the other hand, Sango (2009) defined teaching strategy as a set of patterns of instruction either between the teacher and the learner or between the learner and the learning experience for change in behavior. The way teacher plans and organizes activities to engage students under supervision is the strategy for teaching to achieve certain specific and broad objectives. However, Newby in Abdullahi (2012) mentioned that instructional strategies or method of teaching are the relevant procedures and actions applied by the teacher to guide students realize an objective. In another development, strategy of teaching or instructional strategy is a particular way of assembling techniques to deliver an objective (Abdullahi, 2012). The usefulness of instructional strategies varied as course contents varied. The strategies used to achieve a particular task may not necessarily be used to accomplish another. Some objectives require high skill and knowledge by the teacher to deliver, while some require less skill. Therefore, choice of strategy determines level at which skill is acquired.

Several methods of teaching are used by the teacher to deliver the intended content. Yunusa (2014) postulated that most instructional strategies adopted in teaching skills should be those that could encourage students and arouse their interest to learning. This suggests that the strategy for teaching skill should be user friendly and suitable to attain the target task. For example, the Mavis Beacon software is made for teaching typing skill as it follows with game to make the task easy and friendly. This paper attempts to discuss the teacher-centered teaching strategy and the student-centered teaching strategy as they relate to skill acquisition among office technology and management students in Kano State polytechnic. The teacher-centered or the traditional approach strategy is concerned with the teacher who actively participates in the process. Teaching strategy which involves the teacher to have total control in the session is considered to be teacher-centered method.

OKwuanaso and Nwazor (2000) considered lecture method as a teacher-centered method of teaching since the instructor dominates the class through his expertise. The authors added that the method treats students without consideration, while their interest to participate is discouraged. In the lecture method, the teacher is the authority who dislikes interruption; rather the students are expected to act on permission. Dictation from text books and handouts are used to deliver lessons, while students write notes or collect handout as materials for use. Students' understanding through this method is determined by the teacher's experience. Denga (2001) buttressed that, lecture method involves teacher talking to students, while students jots, at times supplemented by handout. For this method, concept is introduced and explanations are made, while change may occur on the students' perception of a problem. Demonstration is another method used by the teacher with the help of visual aid to teach students to overcome misconception (Adbdullahi, 2012). By demonstration, students acquire skills as they visually see the reality, actions and technics to achieve a task.

The next method is the drill and practice, as Aliyu (2013) stated that, training in skill development require drill and practice, as it is said "practice makes perfect". The author further added that materials to be learnt should be organized in drill form each time student comes to practice. Drill and practice require steady repetition of activities until mastery is obtained. This method serves as suitable to teaching shorthand and typewriting because exercises are practiced for perfection. Questioning is also used as an approach to teacher-centered strategy. If the teacher wants to know the extent to which the topic is understood, responses are observed by the use of questioning method. Sango (2009) observed questioning as any



statement which test or create knowledge. Usually, deferent items relating to a topic can be linked to check the students' level of assimilation.

The second group of strategy is the student-centered learning strategy which is concerned with encouraging students to actively participate in the learning process. The students are at the center of learning and willing to do things independently. The teacher's role is to give guide to students to accomplish a task. Ibrahim (2017) described student-centered strategy as an effective tool that focused on the students' learning and what the students do, rather than what the teacher does. In this approach, the teacher controls the students' behavior more by good planning than by recourse to reward and punishment (Abdullahi 2012). The guiding points are that the teacher serves as the helper to the students, gives the students some task to do, makes the students know that he is capable of meeting their expectation, inspires the students to discover ideas by themselves.

Problem solving method is applicable to student-centered approach. Atagoga in Abdullahi (2012) considered problem solving as the method that requires teachers to use their initiative in formulating challenging problems that will drive students to find solutions. In this situation, discoverable skills are retained over long period because lots of efforts are made in achieving the objectives. However, if students want to investigate problems with the aim to identify solutions, it is important to consider discovery and enquiry method. Ibrahim (2017) asserted that the aim of this method is to foster a deepened understanding of the content through students' involvement. This approach requires teachers to explain the stages to discover knowledge and skill. Teachers should recognize and appreciate the effort for the new discoveries.

Students' positive learning is also realizable by the use of field trip strategy. The aim of this approach is for students to visit new places with the intention to explore new experiences, exposures and techniques. Denga (2001) noted that field trip strategy produces most educative experience and meaningful learning as well as increased motivation. Based on the scholars' view, it is important that the ability of a teacher to successfully impart necessary knowledge and skills depends on appropriate selection and use of teaching methods, encouraging learning and promoting positive change in behaviors. The reverse is the failure of the teacher to deliver as expected.

Skill in OTM programme is someone's ability to perform a given task within a short time. It is acquired through training and retraining to the point of specialization. Skill is the desired competencies needed to perform efficiently and is considered as an expected pre-requisite in the OTM programme. Inalegwu in Lapak, Moris and Shikfu (2018) defined skills as an expertness, aptitude and competencies appropriate to perform a task with high knowledge, creativity and mastery. Skill acquisition is practical knowledge acquired through repetitive activities that is obtained through training and retraining. Mohmoud and Yunusa (2018) saw skill acquisition, as a process undergone in a programme to achieve efficiency for self-reliance and national development. This reveals that OTM students' skill acquisition is the resultant effect of drill and practice in addition to appropriate procedures to attain a goal. Moreover, skill influences success of OTM students for employment opportunities. Okwuanaso and Nwazor(2000) mention that skill is noticed on secretarial students because of their ability to take dictations in shorthand and operate office machines efficiently. Since the curriculum content of OTM shows the need for students to adequately master and operate modern



machines, take dictation and transcribe with the computer, skill acquisition is therefore necessary. Hence, effective teaching strategies are desirable.

### **Statement of problem**

Skill acquisition has been regarded as an essential element of office technology and management programme which must be possessed by the graduates. Skills are pre-requisite that prepare students for employment and self-reliance. Amisi (2018), remarked that equipping OTM students with practical skills, is a guarantee to a white-collar job. In the same way, Baba and Akarahu (2012) added that OTM programme aims at acquisition of appropriate skills, abilities and competencies, both physical and mental, as resource for individuals to live and contribute to the development of the society. Skill acquisition in OTM is the ability to gather necessary knowledge of executing task correctly without delay. However, in this era of competitive advantage when skill acquisition is desirable, adopting suitable method of teaching students of the OTM programme is worrisome, because most graduates fail to meet the expected office competencies and requisite skills for employment in the labour market. As stated by Oyedele and Fadare (2018) the poor performance of OTM students and lack of adequate skill were attributed to the method of teaching. For practical skills to be imparted, the teacher is expected to give emphasis to selecting effective teaching strategies (Obi and Noeleen, 2018). These predicaments if not addressed, could mar the students' future prospect and chances of employment. The reason for this research is to find the suitable strategies for enhancing skill acquisition among OTM students in Kano State polytechnic.

### **Purpose of the Study**

The main purpose of this study was to ascertain the teaching strategies considered suitable for enhancing skill acquisition among OTM students in Kano State Polytechnic. Specifically, the study sought to:

1. Assess the teacher-centered teaching strategy as considered suitable for enhancing skill acquisition among OTM students.
2. Determine the student-centered teaching strategy as considered suitable for enhancing skill acquisition among OTM students.

### **Researcher Question**

The following two research questions guided the study.

1. How suitable is teacher-centered teaching strategy for enhancing skill acquisition among OTM students?
2. How suitable is student-centered teaching strategy for enhancing skill acquisition among OTM students?

### **Hypotheses**

The following null hypothesis was tested at 0.05 level of significance.

1. Experienced and less experienced lecturers do not differ significantly in their mean ratings of teaching strategies considered suitable for enhancing skill acquisition among OTM students.



## Method

Descriptive survey research design was adopted for this study. The population of the study was 23 OTM lecturers. No sample used because the population was small. The instrument for data collection was a structured questionnaire with 21 items on 5 point rating scale. Face validity of the instrument was determined by the opinion of experts. The reliability of the instrument was established using test- retest and obtained an overall reliability value of 0.81. Data was distributed and collected by the researcher through e-mails. Out of the 23 copies of the questionnaires administered, 22 were retrieved and analyzed. Mean and standard deviation was used to answer the research questions and determine the homogeneity or otherwise of the respondents responses. Acceptance of any of the questionnaire item was based on the real limit of numbers thus: Very suitable (VS) = 4.50 – 5.00, Suitable (S) = 3.50 – 4.49, Moderately suitable (MS) = 2.50 – 3.49, Fairly suitable (FS) = 1.50 – 2.49, Unsuitable (US) = 1.00 – 1.49. For the test of the null hypothesis, t-test was used. Where p-value was equal to or greater than the alpha level of 0.05, the hypothesis was not rejected. Conversely, the hypothesis was rejected if the p-value was less than the alpha level of 0.05.

## Results

### Research Question 1:

How suitable is teacher-centered teaching strategy for enhancing skill acquisition among OTM students?

**Table 1:** Respondents' mean ratings of teacher-centered teaching strategy as suitable for enhancing skill acquisition among OTM students.

**N = 22**

S/N	Teacher centered strategy	Mean	SD	Remarks
1	Lecture	3.09	0.93	Moderately suitable
2	Demonstration	2.85	1.01	Moderately suitable
3	Drill and practice	4.78	0.97	Very suitable
4	Tutorial	2.51	0.89	Moderately suitable
5	Story telling	3.06	1.03	Moderately suitable
6	Modelling	2.59	1.01	Moderately suitable
7	Questioning	3.52	0.99	Suitable
8	Comparative	2.55	1.03	Moderately suitable
9	Dictation	2.74	1.02	Moderately suitable
10	Discussion	3.33	0.92	Moderately suitable
<b>Mean of means</b>		<b>3.10</b>		<b>Moderately suitable</b>

Table 1 shows that eight items with achieved mean scores from 2.51 to 3.33 signify moderately suitable. One item with an achieved mean score of 4.78 is rated very suitable while an item with mean score of 3.52 is rated suitable. In essence, OTM lecturers considered



teacher-centered teaching strategy as moderately suitable for enhancing skill acquisition among their students.

**Research Question 2:**

How suitable is students-centered teaching strategy for enhancing skill acquisition among OTM students?

**Table 2:** Respondents’ mean ratings of student-centered teaching strategy as suitable for enhancing skill acquisition among OTM students.

N =

S/N	Students centered strategy	Mean	SD	Remarks
1	Problem solving	4.43	1.03	Very suitable
2	Computer aided instruction	4.77	1.01	Very suitable
3	Discovery	3.82	0.83	Suitable
4	Project base	2.73	0.83	Moderately suitable
5	Field trip	3.69	1.05	Suitable
6	Role play	4.56	1.01	Very suitable
7	Team teaching	3.78	0.96	Suitable
8	Brain storming	4.43	0.97	Very suitable
9	Debate	3.71	0.89	Suitable
10	Assignment	2.87	0.95	Moderately suitable
11	Enquiry	3.99	1.04	Suitable
<b>Mean of means</b>		<b>3.89</b>		<b>Suitable</b>

Data in Table 2 indicate that 4 items with means scores of 4.43, 4.77, 4.56 and 4.43 are rated as very suitable. The mean responses of items 3,5,7,9 and 11 are rated suitable while, two items are rated moderately suitable with mean scores of 2.73 and 2.87. The mean of means of 3.89 reveals that lecturers consider students-centered teaching strategy as suitable for enhancing skill acquisition among OTM student.

**Test of Hypothesis**

Experienced and less experienced lecturers do not differ significantly in their mean ratings of teaching strategies considered suitable for enhancing skill acquisition among OTM students.

**Table 3:** T-test analysis of experienced and less experienced lecturers’ mean ratings of strategies considered suitable for enhancing skill acquisition among OTM students.

Group	N	Mean	SD	Df	Standard Error	t-cal	P-value	α	Decision
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Experienced	12	3.01	1.17						
Less Experienced	10	1.93	1.11	20	0.05	-0.11	0.03	0.05	Significant

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Table 3 reveals that the t-value of -0.11 at 20 degree of freedom, the p-value of 0.03 is less than the alpha level of 0.05. This shows that experience and less experience lecturers differ significantly in their mean ratings on teaching strategies considered suitable for enhancing skill acquisition among OTM students. Therefore the null hypothesis is rejected.

### **Discussion**

The finding of the study indicated that the teacher-centered teaching approach was considered moderately suitable for enhancing skill acquisition among OTM students. The resultant effect of this might be the cause of students' incompetence in the world of work. Justified by Oyedele & Fadare (2018), that 60 per cent of OTM graduates in Nigeria remain unemployed due to deficiency in methods of instruction and new technology. This finding tallies with Osogwa and Okoro (2013) who mentioned that adequate skills are not attained by the use of teacher-centered teaching strategies. This brings the issue of breeding unskilled OTM graduates. Similarly, Lapak, Moris and Shifku (2018) who investigated and reported that lack of effective strategy for teaching students plus the required resources, necessitated the inability of OTM programme to equip its recipients with the needed knowledge, attitude and skills required to perform office work.

The finding reveals that OTM lecturers considered students-centered teaching strategy as suitable for enhancing skill acquisition among OTM students. This was confirmed by Ibrahim (2017) that student-centered teaching strategy encourages active participation in the learning process. Irukaku and Noeleen (2018) reported that practical skills can only be imparted through the use of appropriate teaching method capable of influencing the learner to explore potentials. The finding revealed a significance difference between the lecturers mean ratings on the teaching strategies considered suitable for enhancing skill acquisition among OTM students. This could be as a result of teaching exposure, experience or academic qualifications. However, the finding disagrees with Osogwa and Okoro (2013) who discovered no significant difference between federal and state polytechnics lecturers' on the use of modern teaching skills for teaching OTM courses in in Bauchi State. It also contradicted Ezenwafor and Onyinye (2015) finding of no significant difference on the teaching experiences of business teachers on motivation strategy for effective teaching of their subjects.

### **Conclusion**

Based on the findings of the study, it is concluded that student-centered teaching strategy is a better option for enhancing skill acquisition among OTM students than the teacher-centered teaching strategy. Experience has influence on the lecturers' teaching strategies considered suitable for enhancing skill acquisition among OTM students.



### **Recommendations**

Based on the conclusion above, the researcher recommends that:

1. It is imperative that the teachers should strategically select and use appropriate teaching strategy while teaching so as to enhance students' skills.
2. Lecturers should provide an enabling environment that could raise students' interest in collaborative learning situations.
3. Emphasis should be placed on student-centered teaching approach since it makes students active participants in the learning process.
4. The management of the Polytechnic should make sure that teaching strategies used by the lecturers must be the one that will benefit and encourage students' participative learning process.
5. Kano State Government should provide an enabling environment and resources that will enhance skills acquisition in OTM courses.

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## **USEFULNESS OF VIRTUAL CLASSROOMS FOR INSTRUCTIONAL DELIVERY OF BUSINESS STUDIES COURSES IN UPPER BASIC EDUCATION**

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### **Abstract**

*The study sought to assess the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu Local Government Area, Enugu State. It adopts the descriptive survey design. One research question and one hypothesis tested at .05 level of significance were used. Population consisted of 297 Business studies teachers in Udenu LAG, Enugu State. A validated questionnaire with reliability coefficients of 0.80 was used for data collection. Mean and standard deviation were used to analyze research question while t-test was used to test the hypothesis. Based on the data analysis, it was found that the itemized items were identified as the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level. The findings of the study showed that there was no significant difference between the mean ratings of male and female business studies teachers on the identified items on the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level. It was recommended that teachers should teach students to be more aware of the usefulness of virtual classrooms in instructional delivery, business studies teachers should be using online teaching and communications to the students to arouse their interest in an online class, government should provide facilities for virtual learning environment.*

**Keywords: Usefulness, Virtual Classroom, Instructional Delivery, Business Studies, Upper Basic Education**



## **Introduction**

Effective instructional delivery demands that teachers should have adequate competences to deliver instructions effectively to students. The teachers are the facilitators of learning and the students' achievements to a large extent are anchored on the competencies of the teachers. Instructional Delivery refers to the interaction among the student, the teacher, the content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. When effective instructional delivery strategies are used by teachers, the academic and behavioural skills of students will improve. It creates positive learning environment thereby reducing negative behaviour and improves students-lecturers relationship. Educational system is dynamic and changes with time. It responds to the demands of the society, by assimilating the advances in technology. This assimilation of technology leads to a new mode of education. Considering this, it is necessary to find ways to make education of good quality, accessible and affordable to all, using the latest technology available. The rapid development of information and communication technologies (ICTs) and the move towards more knowledgeintensive, interdependent and internationalized societies create new opportunities and challenges for the design and delivery of education. (Gupta & Gupta, 2014). The increasing use of Information and Communication Technology (ICT) innovations has led to the phenomenal growth and use of ICT in higher education over the past decade. Visual classroom which is an aspect of online learning environments can offer learners opportunities for flexibility, interaction and collaboration distinctly different from face-to-face learning environments. Business studies being one of the courses taught in upper basic education level can benefit from visual classroom environment.

## **Concept of Business Studies**

Business studies is defined as one of the basic subjects, which is given to pupils to enable them, acquire pre-vocational skills for further knowledge and skills. It is made up of five components - Office practice, Commerce, Book keeping. Amaewhule (2010) opined that Business Studies encompasses knowledge, attitudes, and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Business studies as a subject in junior secondary schools helps in training the students on those subjects that are relevant in developing skills, aptitudes, potentials and competencies to be useful citizens and contribute economically to the society. Being a skill acquisition subject, the teaching and learning of business studies as a pre-vocational subject requires the application of different instructional methods and strategies (FRN, 2013).

In the same vein, Agwumezie (2010), explained that business studies is a course that prepares students for entry into advancement of jobs within business, and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Business Studies is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers Abdullahi (2012) also noted that business studies is an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Okoye (2013)



extensively defined business studies as an education program that orientate students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, account clerking, office information system and management. Therefore, business studies are integrated in the sense that it comprises more than one subject. It is also practical because most of the subjects that make up business studies such as shorthand, skills for business, book-keeping, business success, keyboarding as a communication tool among others are practical in nature according to its curriculum in upper basic education level.

### **Concept of Upper Basic Education**

Upper Basic Education is a component of basic education which came on board with the Universal Basic Education (UBE) programme in 1999. Such education has a duration of three years and is meant for children of between the age of twelve (12) and fifteen (15) years. The children are expected to undergo occupational training in order to develop vocational competence and/or prepare them for self-employment or proceed to the senior secondary classes where they will be further trained for tertiary education. Upper Basic Education is unique because apart from complementing the education already received by a child at the primary level, it completes the required nine-year basic education cycle. It is a stage where the vocational thrust of basic education is consolidated and where core, vocational, non-prevocational and academic subjects are offered and taught. It is expected to: provide an increasing number of primary school pupils with the opportunity for education of higher quality; diversify its curriculum to cater for deficiencies in talents, opportunities and roles; equip students to live effectively in our modern age of science and technology; develop and project Nigerian culture; raise a generation of people who can think for themselves, respect the views and feelings of others as well as have respect for dignity of labour; foster the unity of Nigeria; and inspire its students with a desire for achievement and self improvement (Federal Republic of Nigeria, 2010).

### **Concept of Virtual Classroom**

Virtual classroom has been described by Schutt & Linger (2013) as a web-based environment that allows an individual to participate in live training events without traveling to any other place. You can sit in the comfort of your environment and listen to teachers. You can participate in the lab exercises, ask questions and effectively interact with the teacher as if the action is taking place in a conventional classroom but it is done with the convenience of technological gadgets as desktop that have internet and phone connection. The internet on the other hand provides such advantages and new ways of communicating, interacting, and assessing information for both teachers and students. Virtual classroom is a teaching and learning environment located within a computer-mediated communication. Just like in a real-world classroom, a student in a virtual classroom participates in synchronous instruction, which means that the teacher and students are logged into the virtual learning environment at the same time. (Gupta & Gupta, 2014).



In another words, virtual classroom could be seen as the classrooms, capable of replacing partially or totally the conventional educational, evaluative and administrative functioning of a regular classroom by adopting the advanced computer and ICT technologies like the internet, e-mail, on-line chatting, www, CD-ROMS, DVDs, tele-conferencing and video conferencing” (Mangal and Mangal, 2009).In a virtual classroom, students may be in a different location from their teacher, or from other students in their class. Second, teachers and students in virtual classrooms may be using a range of ICTs to facilitate learning, communication and collaboration in ways that may not be typical in a conventional classroom.

Racheva (2018) also explained that virtual classroom is an online learning environment that allows for live interaction between the tutor and the learners as they are participating in learning activities.In other words, the virtual classroom is a shared online space where the learners and the tutor work together simultaneously. Usually, these interactions take place through video-conferencing. The participants have tools to present learning content in different formats, as well as to implement collaborative and individual activities. In this type of interaction, the teacher has the particularly important role of the moderator who guides the learning process and supports group activities and discussions. Virtual classrooms are online environments that enable students and instructors to communicate synchronously, by means of audio, video, text chat, interactive whiteboard, application sharing, instant polling, and other such features, as though they were standing face to face in a classroom (Parker & Martin, 2010). Therefore virtual classroom is online classroom that enables the teacher and learner to participate in teaching and learning process.

### **Benefits of Virtual Classroom**

Virtual classrooms have the potential to provide significant added value to online learning by addressing the needs of the learners as they relate to social interaction and psychological safety. They can also create a new standard in the learning experience that goes above and beyond the physical space of the classroom and traditional teaching methods.The virtual classroom provides an abundance of opportunities, especially when combined with self-study platforms (learning management systems) or when used in addition to traditional classroom learning activities. Unlike asynchronous learning environments(traditional), the synchronous (virtual classroom) allows for instant feedback, direct teacher-student interaction, and engaging activities to increase motivation and active participation. Immediate communication favors relationship building within the group, as well as a sense of community (Racheva, 2018).Racheva also noted virtual classroom requires new pedagogical approaches and a redesign of the instructional model that includes the following characteristics:

#### **1. Virtual Classroom’s high Interactivity**

Training in a synchronous virtual classroom can only be successful with the active participation and engagement of the learners. This creates a positive learning environment and helps the participants achieve the expected outcomes. During the virtual session there should be opportunities for frequent interaction between learner and tutor, learner and other learners, and learner and content. This can be achieved by a variety of activities such as



brainstorming, small group discussion, collaborative and individual tasks, Q&A sessions, hands-on experience, among others.

## **2. Collaborative Learning**

Collaborative learning means that the learners work together to achieve a common goal, exchange views, clarify the meaning of concepts, or solve problems together. It creates opportunities for cooperation in skills development. The emphasis is placed on interaction in which common understandings are subject to discussion and are developed precisely through exploring the differences in the participants' level of knowledge, skills, and positions. Applied in the virtual classroom, this approach is associated with an active process of the collective construction of knowledge using the group as a source of information, a motivational agent, and a means of mutual support.

## **3. Student-Centered Instruction**

This approach is more applicable to asynchronous virtual teaching – the tutor creates video lectures and self-directed activities, which the learners cover at their own pace. Synchronous virtual classes require student-centered instruction in which the learners and the tutor interact equally – active participation, collaborative work, and communication are encouraged in this type of classroom. The tutor creates opportunities for both independent learning and learning from one another, and guides the learners in developing and practicing the skills they need. This increases the motivation level of the learners, as well as their interest in the learning activities.

## **4. Variety of Content Presentation and Learning Activities**

This approach is related to differentiated instruction, which takes into consideration the differences in the needs, levels, and learning styles of the learners. It favors the creation of a more personalized learning experience and individual success. When a teacher uses various sources to present the content – text, images, diagrams, audio, video, etc. – this can greatly improve the learning process by providing a flexible learning experience that is tailored to the various needs and preferences of the students. Presenting the content through various types of media retains the attention and interest of the learners.

## **5. Psychologically Safe Environment**

Interactions in a virtual classroom create the sense of a more informal and safer emotional environment as the learners usually participate from the comfort of their homes. The learning process is much more focused because of the absence of the usual physical distractions that are found in the conventional classroom. Psychological safety leads to better learning outcomes. It also fosters creativity, confidence, and a willingness to experiment on the part of the learners. The virtual teacher also has a crucial role here – they need to encourage safe discussions, mutual respect, equal opportunities to participate, and the free sharing of different viewpoints. The teacher can enhance the psychological safety of the learners and make things more personalized by adding options for self-directed learning, as well as by communicating more frequently with every student through a Learning Management System.

Anaekwe (2017) came up with the following as the merits of virtual classroom:



- The system has the capability of employing the services of most experienced personnel in different areas of need which is not possible in traditional classroom setting.
- Another educational value is the intellectual and social partnership created by the technology of virtual classroom. Students in their use of technological equipment cultivate the habit of leadership role in relation to other students (Bolstad, 2009). The implication is that the technology used increases group cohesion and mutual support more especially in remote classrooms. Besides the virtual classroom enables the students to develop a range of communication skills that enable them perform creditably in class.
- Cost effectiveness is a great advantage. Virtual classroom saves money, time and transport for students. The students who are motivated could work on their own at their home environment without wasting time and money to travel to school.
- The teacher equally enjoys the teaching because everything is digital and these works in general are sent through e-mail typed. The teacher can easily re-use his materials and can easily get materials elsewhere.
- The system can prove quite advantageous to the students in various ways with regard to its on-line features.
- It provides the learners the flexibility of getting the learning experiences at the time, place and rate of assimilation.
- Virtual classroom can help in good class organization. The operational documents, assignments, class notes and other related information in the internet can be readily categorized for easy accessibility by the teachers and students. The information posted on the internet could be easily revised and updated for more effective teaching and learning.

Parker & Martin (2010) also noted that the following features are supported by the virtual classroom

- Interactivity: Students can interact with each other, with instructors, and with online resources.
- Synchrony: users are connected at the same time, enabling users to exchange electronic messages with one another, as though they were exchanging words in a face-to-face setting. Students in online courses are accustomed to asynchronous technologies, such as e-mail, websites, and forums, which require greater independence and may be more demanding.
- Usefulness and ease of use: usefulness refers to the functionality of the technology itself, whereas ease of use refers to the ease with which a user becomes skilful at using the technology to satisfy his or her natural curiosity to explore the unknown, thereby greatly reducing students' levels of frustration and facilitating a user-friendly learning environment.
- Sense of community: The development of virtual learning environments is based on the belief that learning should happen within communities that focus on the students' experiences and their relationship with one another in the virtual classroom. Four elements are essential for developing a sense of community: membership, influence, integration, and shared emotional connections. Focusing on meeting these needs would lead to further adjustments likely to increase the effective use of the virtual classroom and improved learning outcomes.



Collis in Yilmaz (2015) outlined four equally compelling advantages of synchronous systems in an instructional context.

- Motivation synchronous systems provide motivation for distance learners to keep up with their peers.
- Telepresence real time interaction fosters development of group cohesion and a sense of community.
- Good feedback synchronous systems provide quick feedback and support consensus and decision-making in group activities.
- Pacing synchronous events encourage discipline in learning and help students prioritize their studies.

With virtual classroom instructional delivery, an instructor can assess students' levels of knowledge and tailor the course material appropriately.

### **Threats to Virtual Classrooms Instructional Delivery**

Anekwe (2017) also came up with following as challenges to Virtual Classroom instructional delivery:

- Flexibility of the system: The flexibility of the system to the learners as they go about their studies with ease and convenience, comforts and adjustment of the space and timings to suit them could be abused. When they are young in age and immature to handle responsibilities to build up their career, they play away their time and fall short of expectation in the long run.
- Poor quality of organization and the poor quality of study materials with low quality of teaching staff make virtual classroom unacceptable in quality educational pursuit. The staff inefficiency and low productivity will adversely affect the students enrolled in the system which will affect the overall assessment of the virtual classroom.
- Training problem of personnels: In a virtual classroom, professional training is very essential. Teachers who are not trained in computer and internet functions should not operate effectively. Consequently, the teachers should undergo training because the more conversant they are with the online services, the more efficient the teaching strategy and curriculum would be.
- The virtual classroom is not providing real classroom experiment such as teacher-student face-to-face interactions. The warmth of teacher-student relationship is absent in virtual classroom.
- Students at times generate problems for themselves by enrolling on online classes without an e-mail address or account with an internet service. This means that they cannot assess information for virtual classroom consumption. Consequently, they cannot achieve their objectives of effective learning.
- Effective participation in virtual classroom requires 'robust hardware and a broad band internet connection'. Some classrooms or computer labs may not have computers that meet the minimum or recommended specification for optimal use of virtual world (Stacy & Liz, 2008).

Gedera (2014) also noted that some of the constraints of the virtual classroom were as follows: arranging the schedules to participate at specific times can be troublesome; If

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students are attracted to online courses it is mainly due to their flexibility, and if students have to participate at a given time, they may not find it flexible enough; having limited capacity for only one speaker to talk at a time, discussions took a longer time and also students had to wait until their turn came to talk; the unexpected technical difficulties also caused some students to feel frustrated in the virtual classroom activity; students lacked knowledge to use it to its full potential. Virtual classrooms need multiple knowledges to get the best from virtual classrooms. Students generally struggled to transfer communication practices and their skills from face-to-face environments to virtual settings. The students' lack of knowledge and familiarity of the tool influenced the way students participated in the activity denoting how tools shape humans' action and vice versa( Falloon, 2011).

### **Statement of the Problem**

Business studies is aimed at preparing people for entrance into business career and become successful. With the advancement in technology and global practices, there is need to restructure the method of instructional delivery so that business studies students will fit into the global practices and function effectively. The recent COVID-19 pandemic devastated all sectors worldwide, including education. Most secondary schools in Nigeria were out of school and learning for seven months during this COVID-19 pandemic. There is need to consider instructional delivery in the light of emerging opportunities such as virtual classroom which **is an online learning environment that allows for live interaction between the teacher and the learners as they are participating in learning activities**. In the light of this, the study was poised to look at the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level.

### **Purpose of the Study**

The purpose of the study was to ascertain the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level. .

### **Research Questions**

The following research question guided the study.

1. What are the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level.

### **Hypotheses**

The hypothesis was tested at 0.05 level of significance

Ho<sub>1</sub>: There is no significant difference between the mean ratings of male and female business studies teachers on the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level.



## **Method**

The researchers adopted a descriptive survey design for the study. The population of this study was 297 business studies teachers comprises of male 94 and female 203 from the 13 public secondary schools in Udenu LGA, of Enugu State, 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 usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level. 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 ten (10) items that were used to answer the research question. The research instrument utilized a 4-point scale with the following response option: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Agreed (SD) 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 0.80. 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	Strongly Agreed
2.50 – 3.49	Agreed
1.50 – 2.49	Disagreed
1.00– 1.49	Strongly Disagreed

When the mean value of an item was 2.50 and above it was regarded as agreed and below 2.50 was regarded as not agreed. 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 and Discussions**

Research Question: What are the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level.



**Table 1: Mean responses of teachers of business studies on the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu LGA**

S/N	Item Statement	X <sub>1</sub>	SD <sub>1</sub>	Decision	X <sub>2</sub>	SD <sub>2</sub>	Decision
1	Collaboratively learning with other students from diverse environments.	3.69	1.41	Agree	3.44	1.48	Agree
2	Increase motivation among students	3.80	1.05	Agree	3.82	1.02	Agree
3	It gives substantial access to variety of curriculum options.	3.71	1.28	Agree	3.40	1.30	Agree
4	It encourages individualised learning both within and out the school.	3.97	1.06	Agree	3.20	1.60	Agree
5	Acquisition of computer literacy.	3.60	1.45	Agree	3.10	1.71	Agree
6	It is very ease to use	3.43	1.61	Agree	3.31	1.52	Agree
7	It encourages flexible schedule	4.00	0.97	Agree	3.66	1.12	Agree
8	It is cost effective	3.25	0.75	Agree	3.92	0.72	Agree
9	Encourages immediate feedback	3.91	1.06	Agree	3.96	0.70	Agree
10	Active participation and engagement of the learners.	3.04	1.04	Agree	3.28	0.99	Agree
<b>Cluster mean</b>		<b>3.64</b>	<b>1.17</b>	<b>Agree</b>	<b>3.51</b>	<b>1.22</b>	<b>Agree</b>

The analysis of data presented in table 1 above shows mean rating ranging from 3.10 to and 4.00 indicating agree. This means that the items showed the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu LGA. Items 1-10 have mean scores that are above the cut-off mark of 2.50 that was regarded as acceptable limit as indicated by the researchers. The overall cluster mean of 3.6 further indicates that the business studies teachers agreed to the items. The low standard deviation of .59 indicates that the respondents have similar opinion to the items usefulness for virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu LGA.

**Hypothesis 1:** There is no significant difference on the mean ratings of male and female business studies teachers on the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level



**Table 3: Summary of t-test analysis of the difference between the mean ratings of male and female business studies teachers on the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu LGA.**

SN	Groups	X	SD	N	Df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	3.64	1.17	92					
2.	Female	3.51	1.22	188	278	1.424	1.96	0.05	NS

The data obtained from the t-test analysis in Table 5 shows that the t-value at .05 level of significant and 278 degree of freedom for the ten items is 1.96 with a t- calculated value of 1.424. Since the t-cal value of 1.424 is less than the t -calculated of 1.96 at .05 level of significant the null hypothesis is not significant. This means that there is no significant difference with respect to the ten items on the mean ratings of male and female business studies teachers on usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu LGA.

### **Discussion of Findings**

The findings in table 1 showed that all the respondents agreed with the 10 items under usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level. These items include: Collaboratively learning with other students from diverse environments. It gives opportunity of interacting with experts from other countries. It gives substantial access to variety of curriculum options. It encourages individualised learning both within and out the school among others. This is in line with Anaekwe (2017) whose study revealed that the merits of virtual classrooms include the following: The system has the capability of employing the services of most experienced personnel in different areas of need. Cost effectiveness, is a great advantage. Virtual classroom saves money, time and transport for students. The students who are motivated could work on their own at their home environment without wasting time and money to travel to school, provides the learners the flexibility of getting the learning experiences at the time, place and rate of assimilation, help in good class organization. In the same vein Parker & Martin (2010) also noted that the following features are supported by the virtual classroom: Interactivity: students can interact with each other, with instructors, and with online resources, Usefulness and ease of use, sense of community among others. The findings further depicted that gender had no significant influence with regard to ten items as the usefulness of virtual classrooms for instructional delivery of business studies courses in upper basic education level in Udenu LGA.

### **Conclusion**

Based on the findings of this study, it was concluded that virtual classroom is very useful for instructional delivery of business studies in upper basic education. Virtual classrooms encourages collaboratively learning with other students from diverse



environments, gives opportunity of interacting with experts from other countries, encourages individualised learning both within and out the school, cost effectiveness, ease of use among others.

## **Recommendations**

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

1. Teachers should teach students to be more aware of the usefulness of virtual classrooms in instructional delivery.
2. Business Studies teachers should be using online teaching and communications to the students to arouse their interest in an online class.
3. Government should provide facilities for virtual learning environment.

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## ASSESSMENT OF QUALITY OF HUMAN AND MATERIAL RESOURCES AVAILABLE FOR EFFECTIVE TEACHING OF BUSINESS STUDIES AT UPPER BASIC EDUCATION IN PRIVATE SECONDARY SCHOOLS IN EBONYI STATE CENTRAL SENATORIAL ZONE, NIGERIA

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### **Abstract**

*This study investigated the quality of human and material resources available for effective teaching of business studies at upper basic education in private secondary school in Ebonyi state Central Senatorial Zone, Ebonyi State, Nigeria. The purpose was to identify the business studies teachers available for effective teaching of business studies at upper basic education, to determine the business studies instructional material available for teaching of business studies and the ascertain the condition of the instructional materials available for teaching of business studies at upper basic education level in Private secondary schools. A descriptive survey research design was adopted for the study. Three research questions and three null hypotheses guided the study. The population of the study consists of 117 business studies teachers in recognized Private Secondary school in Ebonyi state Central Senatorial Zone. There was no sample in study since the population was manageable. The instrument for data collection was a structured questionnaire title: Quality of Human Resources Available for Effective Teaching of Business Studies at Basic Education (QHMRATBSBE) with 27 items and a checklist titled: Availability of instructional materials for effective teaching of business studies (AIMETBS) with 54 items were designed and used for data collection. A total of 117 copies of questionnaires was distributed, 85 were retrieved and used to analyze the data using mean and standard deviation statistics, while t-test statistics was used to test the null hypotheses at 0.05 levels of significance. The findings of the study revealed that available human and materials resources were not adequate for effective teaching of business studies in upper basic education, also most of the materials resources available for teaching of business studies at upper basic education are in good condition in private secondary schools in Ebonyi state. It was recommended that proprietors of private secondary school should ensure that business studies teachers in all area of business education be recruited and engaged to teach business studies, not graduate of business related discipline, Instructional materials/equipment resources for teaching business studies should be provided by proprietors of private secondary schools to aid in the implementation of mandate of business studies curriculum in private secondary schools.*



**Keywords:** *Assessment, Human and Material Resources, Availability, Business Studies, Upper Basic Education*

### **Introduction**

The development of human and material resources has been the focus, towards the development of a nation. This is due to fact that the growth of tangible capital stock of a nation depends to a considerable degree on human capital development. Without adequate investment in developing the human and material resources of the education sector, the possibility of the growth of any nation might be hampered. Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level (Okpala, 2016). The major concern of the researchers here is on the availability of human and material resources in private secondary school as both of them are the major ingredients to determine the effectiveness and performance of the school. Resources, according to Flippo (2013) mean anything that can give help or support when needed in order to achieve a goal or objective by an individual, group of individuals or an organization. Thus, educational resources according to Flippo (2013), means those things that are needed to help or support in achieving educational goals and objectives. Irondi (2019) maintain that educational resources are made up of human, financial and material resources. He adds that human resources are made up of school administrators, the same people teachers, bursars, typist, Clarks, messengers, cleaners, watchman, cook, drivers, librarians, gardeners etc. Human resources in secondary school are made up of skilled and unskilled. Caster (2016) noted that there is no organization that can function properly without adequate qualified personnel. He maintains that the quality of the personnel (teachers) determines the quality of the school product. Adequate provision of human resources in schools helps to produce the quality students and also help to promote good school administration. It is the responsibility of the school proprietors in private establishment, and the government in public schools to provide good human resources to secondary schools.

Assessment in relation to this study is seen as the process of identifying, gathering and interpreting information about teaching and learning of business studies. The central purpose of assessment is to provide information on availability of human and material resources and set the direction for ongoing teaching and learning (Adeodekun, in Salami, 2016). It is also a systematic process for determining and addressing needs or gaps” between current conditions and desired conditions or wants. The discrepancy between the available human and material resources (current condition) and expected human and material resources (wanted condition) in the teaching business studies in private schools must be measured to appropriately to identify the need.

According to Samuel and Bestman (2012), human resources in the secondary school system refer to the principal, teachers, students and the nonacademic staff (which includes clerks, messengers, cleaners etc). Usoro (2010) saw human resources as the people with different specializations, roles and capabilities who are an integral part of the organization. Usoro further noted that human resources constitute all people resident in the nation or organization who are not incapacitated beyond the possibility of contributing to the social and economic well-being of that nation or organization. They may be direct employees, clients or customers, temporary employees or consultant, part-time persons or any person, with different types of other relationships to the organization.



The success of any educational programme depends, to a considerable extent on the availability and utilization of skilled manpower of all types and grades in the entire school system. Therefore, all the activities of any school system are initiated and determined by the persons who make-up the school. School plants, offices, machine, and other material resources are unproductive without the direction of human efforts (Nwafor, 2016; Momoh, 2018; Adeyeye, 2018; Olajuwon, 2019). In educational settings, human resources constitute the ultimate basis of a nation's wealth. It is the available human resource that mobilizes and galvanizes other resources (material resources) for sociological, political, economic, scientific and technological development. This means that the development of any society is, therefore hinged on the development of its human resources. Adeyanju, Ajayi, and Salomi, (2011) stated that non-human resources; physical material, and financial resources are to be mobilized by the available human resources, to accomplish set organizations or nation's human resources is a major determinant of the success or level of development of such an organization or nation. Adeogun (2019) noted that it is the responsibility of the school administration, proprietors inclusive and the government to ensure that adequate materials resources are made available to the school. This will enable the schools to equip their students effectively and produce good performance on the part of both teachers and students; there is need for the provision of adequate human and materials resources in our secondary schools. Adequately of the human resources according to Adeogun (2019) means having the right quantity and quality of teachers in the school. According to Nwana (2013), teacher quantity refers to the total number of teachers in the school system and for teachers to be effective; they must be adequate in number.

Tanner and Tanner (2019) noted that the success of a curriculum largely depend on teachers handling it. In skill- based courses, business studies inclusive, education as opposed to liberal education, teachers' preparation is more compounded because of the practical skills and competencies that must be imparted (Ulinfun in Osarenren-Osaghae and Irabo (2012). Andreyka (2016) opined that the prime requisite for successful implementation of educational programs is qualified teachers who are occupationally competent and skilled in the use of teaching methods. This implies that teachers' quality is more critical in skill-based courses like business studies. Unfortunately availability and adequacy of qualified business teachers in private secondary is disturbingly absent in our basic education levels in Nigeria. A survey report by the National Education Research Development (NERD) in 1997, of the state of demand and supply of science and technology teachers nationwide indicated that about 320,000 representing 88% of the total needs were not available in 23 difference subjects including business studies at basic education level. A similar survey by NERD (2004) in respect of public secondary school indicated a shortfall of 88%. In the same line, Agbenten (2015) also discovered that shortage of qualified teachers in basic education level is a worldwide phenomenon but more obvious in the developing countries where educational system is constantly expanding without sufficiency of qualified teachers. In support of this statement, Udofort in Osarenren-Osaghae and Irabo (2012) lamented that insufficient qualified teachers in both private and public schools have often resulted in the employment of unqualified people and this de-motivates the students through bad teaching.



Aina in Osarenren-Osaghae and Irabo (2012) also pointed out that the quality and quantity of teachers in the schools have contributed immensely to the high failure rates being experienced in the programme run by National Business and Technical Examination Board (NABTED) certificate examinations in business subjects in secondary schools in Nigeria.

Lasa (2018) asserted that the success of any human endeavour, secondary schools inclusive, is closely related to be quality of teachers who perform the task of teaching. He added that the extent to which public education succeeds will depend to a large extent, upon the quality of the personnel engaged in the educational process and upon the effectiveness with which the discharge individual and group responsibilities. He also pointed out that all ingredients needed in making secondary education succeed, is the competency of the personnel charged with the task of effecting desirable changes in children. In another view, Nwana (2013) pointed out that the adequacy in the number of teaching staff and availability of teaching material influence the overall efficiency and effectiveness of an educational institution. This implies that for secondary schools to be effective and efficient there is need to provide adequate human and material resources.

Ann (2019) defined (material) instructional resources are various things put together by teacher and school authority and government that can be used to back up teaching and learning. They are school facilities, equipment, tools and other device employed to supplement teaching and learning process in school. According to Jiriko, Olorunfajfe, Nwafulugo and Omengala in Ann (2019) instructional material is a devices developed or acquired to assist and facilitate teaching and learning. Instructional materials give better understanding and makes lessons more meaningful. Okike and Abraham-Ibe (2015) also observed that instructional materials are basic necessities that must be put in place for the teaching and learning of business studies skills to be effective. This is because material resources help to enrich students' knowledge and reinforce verbal instruction in teaching and learning (Ajelabi, 2000). In other words, when instructional resources and media are used during teaching and learning of business studies, it will make classroom environment lively and interesting. According to Nwankwo, Nwogbo, Okorji and Eboka (2015), instructional materials make students active participants in the lesson thereby facilitating their learning process. However, research has also proved that facilitative potentials of instructional resource and media enhance students' academic achievement and also enriching classroom instruction (Afuwape, 2014). To improve the quality of education in schools, adequate material resource needed should be provided in varieties to make instruction resource based (Ayodele-Bamisaye, Nwuzuoike & Okediran, 2013). This means that it is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. In order to achieve a just and egalitarian society as spelt out by the federal government of Nigeria (FGN,2004) in the national policy on education, schools should be properly and uniformly equipped to promoted sound and effective teaching. Suitable textbooks, qualified teachers, libraries, well equipped computer room and other vita material resources which are adequate should also be provided for schools.



Material resources which are educational inputs are vital importance to the teaching of any subject in the school curriculum. Ifeagwu (2019) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Abimbade (2017) reported that using instructional resources in teaching and learning make students learn more and retain better what they have been taught and that it also promotes and sustain student's interest; it also allows the students to discover themselves and their abilities. Alade and Lemo (2019) reported that resources are very important in the development of qualitative education and so the success or failure of any system of education depends on the quality and quantity of human and material resources made available. They however, point out that lack of physical facilities; ICT lab, inadequate funding, severe shortage of suitable qualified teachers and other material resources as well as tools have been found to be some of the major problems of vocational education which invariably business studies fall within as a pre-vocational subject.

Instructional Materials for teaching business studies as enumerated in FME (2014), includes computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, fax machine, model office, ICT laboratories, typewriter, business studies textbooks, tape recorder, typing room, swivel typing chair, electric typewriter, manual typewriter, ink duplicating machine, carbon paper, filing cabinet, A4 typing sheet, typing sheet, A4 headed typing sheet, A5 headed typing sheet, letter headed memo pad, A4 duplicating paper, stencil, typewriter eraser, tipex, visitor's book, file jacket, file tags, bulletin board, telephone message pad, request form booklet, business documents specimen, postage book , Adding/listing machine, ruled ledger sheet, analysis sheet for trial balance, store record book, Short hand studios, tape recorder, sound tapes/ cassette, shorthand pen, unrulled chalkboard, ruled chalkboard, shorthand note book, incoming register, dispatch book spiral binding matching, typewriters, laminating machine, scanning machine, collating machine, punched card machine/perforating machine, photocopying machine, franklin machine, shredding machine amongst others. The use of these instructional materials enables the teacher to properly demonstrate the desired skills to the students. However, a study of Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools particularly junior secondary school in Nigeria. Alfred and Kayoma in Ann (2019) also pointed out that most Nigerian secondary schools, private schools inclusive do not have the required instructional materials and equipment for the teaching of business studies skills. Esene and Ohiwerei in Emeasoba (2018) defined business studies instructional materials as business appliances or office type machines that we use in teaching and practice of business subjects. These include typewriters, computers, dictating machines, stencil duplicators, telephone, filing cabinets, etc. Provision of equipment for the teaching and learning of Business Studies is a necessity. The knowledge and skills acquired are expected to prepare the learners to acquire basic practical knowledge required to function well in the society or progress successfully in their education. The classroom is expected to prepare students for the office through adequate, practically oriented training with the use of various equipment as instructional materials. However, Ademiluyi (2011) has observed that tools and material needed to work in public schools are often not available; no text books, work books, revision text like questions and answers and other materials.



Availability refers to services/resources that can be obtained in the discharge of certain functions. Longman (2003) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. Ugwuanyi (2013) citing Onyejiemezie noted that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional activity in a particular subject. According to the author no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant activities and concrete experiences. In other words, availability can be defined as human and material resources ready for use in teaching business studies at basic education level. In recognition of the importance of availability of resources in teaching and learning business studies Olaitan, Igbo, Ekong, Nwachukwu and Onyemaechi (2019) noted that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant materials and activities as well as concrete experiences. The importance of availability of resources cannot be over-emphasized in teaching of business studies in schools. The availability of resources instructional facilities, equipment and supplies as well as adequate personnel motivates the learners, increases the teacher's efficiency and promotes the productivity of the teacher. Facilities, supplies and equipment provision are important aspect of business studies programme at basic education level.

Business study is one of the numerous business subjects being offered in almost all the junior secondary in Nigeria. It is such a vital subject as the study equips the students with the basic knowledge and foundations of the practice of business. Okute, (2018) sees business studies as a fundamental subject that has to do with acquisition, conversation, and expectation of wealth. Business study at upper basic school is a single subject, which comprises five integral areas of commence, bookkeeping/accounting, office practice, shorthand and typewriting. Business studies at the senior secondary school comprise five separate subjects which are economics, commerce, bookkeeping/accounting, shorthand, and typewriting. Students should be equipped with the appropriate skills in each of the units in business education after graduation from the school systems. Only then can one conclude that the objectives of teaching these subjects in secondary school have been achieved. Many authors in business education hold that the study helps prepare students about business by supplying the basic knowledge, insight, and information as well as prepare them for business with practical teachings to make them self-reliant in the face of a dilapidated economy. In the light of these, NERDC (2007) stated that the business studies will enable the student to: acquire the basic knowledge for business; develop the basic skills in office occupation; prepare for further training in business studies; have basic skills with which to start a life of work; have basic skills for personal use in future; rate the knowledge and skills acquired to the national economy.

In order for these objectives to be successfully actualized, there are some fundamental needs that must be adequately provided. These basic needs include the resources of both human and materials. According to Osarenren-Osaghae and Irabo (2012), no educational system rises above the quality of her teachers anywhere in the world. Thus the growth and development of skill- based courses in any country of the world largely depend on the quality and adequacy of teachers in these areas of professional endeavour. Human and material needs have been considered important in our schools if effective teaching and



learning will take place. It is generally accepted in the world that student's performance is directly influenced by human and material resources available in various schools. These resources however make teaching and learning more effective and real. However, criticism abounds on the adequacy of human and material needs/resources available for effective teaching and learning in many schools in Nigeria. Also, government and school authorities have obviously been challenged on the neglect of the adequate provision of necessary material resource needed in our schools such as buildings, books, good and modern library, Information and communication technology (ICT) Laboratory, etc as well as qualified teachers. These however, allow effective teaching and learning take place. Learning resources serve as a practical instructor especially when teaching business studies. However, the provision of human and material resources in secondary schools is a collaborative effort of the school authority, government and stake holders in the field. According to Osarenren-Osaghae and Irabo (2012), it is very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved.

The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The 9 years basic education was to ensure the acquisition of functional education and for laying the foundation for technical, vocational and entrepreneurship in learners. Upper basic Education is a phase of education in state/federal secondary schools for Years 7, 8 and 9, which helps to ensure the bridge between primary and secondary school is safe, strong and consistent for all students. Hanna (2019) noted that the Universal Basic Education (UBE) programme is expected to provide free and compulsory education from primary to Junior Secondary levels. However, researches have shown that the lacks of adequate human and material resources are the two critical problems that could hinder the successful implementation of UBE. Like every other enterprise, the success of UBE depends solely on the provision of adequate human and material resources. Upper Basic education schools are found both in government and private owned secondary schools. Government/public secondary schools are secondary schools established, owned, controlled and funded by the government. This could be state or federal government while private owned secondary school are secondary schools established, owned, controlled and funded by private individuals or organizations. Business studies is among the ten subject taught at basic education level in junior secondary schools as revised by NERDC. At this level of basic education the subject is meant to be taught by specialists in Business Education with a minimum qualification of National Certificate in Education (N.C.E). But it is quite unfortunate to note by observation that teachers in business related areas such as economics, accountancy, banking and finance and business management are deployed to teach business studies at the basic education level in private secondary schools in Ebonyi State. Supporting this view, Ocho in Okorie and Okoli (2014) stated that staffing in Ebonyi State secondary schools is nothing to write home about both in quantity and quality. Specialist's business studies teachers are professional in the field. These professionals received their training in business education both at the NCE and first degree level. As a result of their training in business education, they provide to the students education programme, valuable training and experience in matter concerning business and economic education.



But when teacher is not qualified to teach business studies at this basics level, aim of business studies at this level will not be achieved. Again, a study of Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools particularly junior secondary school in Nigeria. Alfred and Kayoma in Ann (2019) also pointed out that most Nigerian secondary schools, private schools inclusive do not have the required instructional materials and equipment for the teaching of business studies skills. It is, therefore, necessary to find out the quality of human and material resources available for effective teaching and learning of business studies at basic education level in private secondary schools in Ebonyi state, hence the need for this study.

### **Statement of the Problem**

The availability of human and material resources in secondary schools is crucial and government of the state has been consistent in ensuring that these educational resources are available for schools. Human and material resources make teaching and learning more understandable, meaningful and easy. It is generally accepted in the world that student's performance is directly influenced by human and material resources available in various schools. These resources however make teaching and learning more effective and real. However, criticism abounds on the adequacy of human and material needs/resources available for effective teaching and learning in many private secondary schools in Nigeria. Also, in Ebonyi state government and school authorities have obviously been challenged on the neglect of the adequate provision of necessary human and material resource needed in our schools such as buildings, books, good and modern library, Information and communication technology (ICT) Laboratory, etc as well as qualified teachers. These however, allow effective teaching and learning take place. The selection and the use of teaching resources must be systematic for effective teaching and learning of business studies. Most researchers have discovered the problems of adequate human and material resources as one of the major problem that lead to poor academic performance of students in business studies in private secondary schools.

But in spite of the benefits of human and material resources to teaching and learning, the scarcity of the material resources as well as lack of qualified teachers in private schools in Ebonyi state has hindered, to some extent, the efficiency of teaching and learning of business studies. In view of this difficulty, it is quite unfortunate to note by observation that teachers in business related areas such as economics; accountancy, banking and finance and business management are deployed to teach business studies at the basic education level in private secondary schools in Ebonyi State. This has made most teachers of business studies which are not business education graduate to resort to the theoretical method of teaching the subject. This undoubtedly, is contrary to the improvement of business studies in private secondary schools, which is greatly needed at this period of our development with emphasis on practical oriented learning (Mark, 2017). Report from past researchers reveal that private secondary schools lack qualified teachers as well as infrastructural facilities like laboratories, libraries and ICT centres and these affect the performance and productivity of schools.



Also researcher has taught for a number of years in some private secondary schools in Ebonyi state and had visited a number of secondary schools as a resources person. Through these experiences, the researcher observed that most teachers in private secondary schools in the state are not graduate of business education and do not full make use of materials resources in the teaching of business studies due to non-availability. This negligence of the effective use of the material resources and facilities in teaching and learning of business studies and lack of qualified business studies teachers affected the academic performance of students in business studies in secondary schools in Ebonyi state. It is based on the aforementioned problems that the researcher is motivated to examine the quality of human and material resources available for effective teaching and learning of business studies at upper basic education level in private secondary schools in Ebonyi state

### **Research Questions**

The study was guided by the following research questions:

1. What are the qualities of Business studies teachers available for effective teaching of business studies at upper basic education level in private secondary schools in Ebonyi state Central Senatorial Zone?
2. What is the business studies instructional material available for effective teaching of business studies at upper basic education level in private secondary schools in Ebonyi state Central Senatorial Zone?
3. What is the condition of the available business studies instructional material for teaching Business Studies at upper basic Education level in Private secondary schools in Ebonyi state Central Senatorial Zone?

### **Research Hypotheses**

From the above research questions, two hypotheses were formulated thus:

1. There is no significant difference in the mean response of the male and female business studies teachers regarding the quality of Business studies teachersfor effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state
2. There is no significant difference in the mean response of the male and female business studies teachers regarding the availability of business studies instructional material for effective teaching of business studies at upper basic education level in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state
3. There is no significant difference in the mean response of the Experiences and Inexperience business studies teachers on the condition of the available business studies instructional material for teaching Business Studies in upper basic education level in Private secondary schools in Ebonyi Central Senatorial Zone



## **Methodology**

The design of the study was the descriptive survey. The study was conducted in Ebonyi Central Senatorial Zone. Ebonyi Central Senatorial Zone is one of three political zones under in Ebonyi State. The population consisted of 117 business subject teachers in the recognized Private Secondary Schools in Ebonyi state Central Senatorial Zone. There was no sample since the population was manageable. The instrument for data collection was structured questionnaire titled "Quality of Human Resources Available for Effective Teaching of Business Studies at Basic (QHMRATBSBE) contained 27 items and a checklist titled Availability of instructional materials for effective teaching of business studies (AIMETBS) with 54 items were designed and used for data collection. The questionnaire was structured on a four point scale based on: Very much Available (VMA); points; Moderate Available (MA); points; Rarely Available (RA); points and Not Available (NA); point for data collection in question one, while Strongly Agree (SA); Agree (A), Disagree (D) and Strongly Disagree (SD) for question three. The instrument was validated by two experts in Business Education. The reliability of the instrument was determine using Cronbach Alpha method and yielded reliability co-efficient of 0.78. One hundred and seventeen (117) copies of the questionnaire were distributed to the respondents with the help of four research assistant after proper briefing. Out of One hundred and seventeen (117) copies distributed, only 85 were correctly completed and returned for use in this study. Mean and standard deviation was used to answer the research questions while the null hypotheses were tested using t-test statistic at 0.05 level of significance. The decision rule was based on the condition that any questionnaire items with a mean score of 3.5 to 4.00 was considered as VMA/SA, 2.50 to 3.3.49 is A/MA, 1.5 to 2.49 is RA/D and 1.00 to 1.49 is NA/SD. for the checklist, any material with percentage value of 50% and above was regarded as "Available" while materials which recorded percentage value of 49% and below was regarded as "Not Available". Similarly, null hypotheses were rejected if the calculated t-value exceeds the table value. Where the calculated t-value is less than the critical value, hypotheses was accepted.

## **Results**

**Research question one:** What are the qualities of human resources available for effective teaching of business studies at basic education level in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state?

Items 1-10 in section B of the research instrument were used to collect data to answer this research question. The data is summarized on Table 1 below



**Table1: Mean and standard deviation of the respondents on the qualities of human resources available for effective teaching of business studies at basic education level in private secondary schools.**

S/N	Qualities of human resources available	N	X	SD	Decision
1	Business Studies teacher available in your school.	85	3.25	0.92	Very Much Available
2	Available Business studies teacher has academic paper qualification	85	3.88	0.74	Very Much Available
3	Available Business Studies teachers has knowledge of commerce	85	2.57	1.24	Available
4	Available Business Studies teacher specializing in secretarial studies	85	1.66	0.82	Not Available
5	Available Business Studies teachers specializing in accounting education	85	1.57	0.88	Not A Available
6	Available Business Studies teachers who has knowledge of bookkeeping	85	2.50	0.94	Available
7	Available Business Studies teachers has knowledge of shorthand	85	2.34	1.33	Not Available
8	Available Business Studies teachers has knowledge of typewriting	85	2.21	0.47	Not Available
9	Available Business Studies teachers has knowledge of methodology of instruction	85	1.28	0.96	Not Available
10	Available Business Studies teachers has competency in the use of teaching materials	85	2.48	0.94	Not Available
11	Available business studies teacher is from other related discipline	85	3.61	0.78	Very Much Available

Note: *Very much Available (VMA); Available (A); Rarely Available (RA) and Not Available (NA)*

The Table 1 shows that on items 1-10 of the qualities of human resources available for effective teaching of business studies at basic education level in private secondary schools. The respondents considered items, 1,2 and 12 to be Very much Available (VMA);, items 3 and 6 to be Available (A); while items 4, 5, 7, 8, 9 and 10 was considered not available by the respondents. This shows that respondents agreed that the qualities of human resources for effective teaching of business studies at basic education level in private secondary schools are not available.

**Research Question Two:** to what are the material resources available for effective teaching of Business Studies at basic education level in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state?

Items 12-65 in section B of the research instrument were used to collect data to answer this research question. The data is summarized on Table 2 below



**Table 2: Frequency and Percentages distribution on the material resources available for effective teaching of business studies at basic education level in private secondary schools**

S/N	Available Material Resources	Available		Not Available		Remark
		Freq.	%	Freq.	%	
12	Computers	75	88.2%	10	11.7%	A
13	Office practice laboratories	12	14.1%	73	85.8%	NA
14	ICT Laboratories	10	11.7%	75	88.2%	NA
15	Typewriters	2	2.3%	83	97.6%	NA
16	Business studies textbooks	60	70.5	25	29.4%	A
17	Typing room	12	14.1%	73	85.8%	NA
18	Dom well desk	10	11.7%	75	88.2%	NA
19	Swivel typing chair	2	2.3%	83	97.6%	NA
20	Ink duplicating machine	30	35.2%	55	64.7%	NA
21	Carbon paper	18	21.1%	67	78.8%	NA
22	Filing cabinet	15	17.6%	70	82.3%	NA
23	A4 typing sheet	19	22.3%	66	77.6%	NA
24	typing sheet paper of different sizes	25	29.4%	60	70.5%	NA
25	Stencil	0	0%	85	100%	NA
26	Typewriter eraser	0	0%	85	100%	NA
27	Tipex	20	23.5%	65	76.4%	NA
28	Tape recorder	30	35.2%	55	64.7%	NA
29	Sound tapes/ cassette	25	29.4%	50	58.8%	NA
30	Shorthand pen	16	18.8%	69	81.1%	NA
31	Unrulled chalkboard	14	16.4%	71	83.5%	NA
32	Ruled chalkboard	13	15.2%	72	84.7%	NA
33	Shorthand note book	9	10.5%	76	89.4%	NA
34	Incoming register	20	23.5%	65	76.4%	NA
35	Dispatch book	30	35.2%	55	64.7%	NA
36	Visitor's book	25	29.4%	50	58.8%	NA
37	File jacket	16	18.8%	69	81.1%	NA
38	File tags	12	14.1%	73	85.8%	NA
39	Bulletin board	21	24.7%	64	75.2%	NA
40	Telephone Message pad	17	20%	68	80%	NA
41	Request form booklet	2	2.35%	83	97.6%	NA
42	Business documents specimen	15	17.6%	70	82.3%	NA
43	Postage book	18	21.1%	67	78.8%	NA
44	Adding/listing machine	10	11.7%	75	88.2%	NA
45	Ruled ledger sheet	20	23.5%	65	76.4%	NA
46	Analysis sheet for trial balance	16	18.8%	69	81.1%	NA
47	Store record book	12	14.1%	73	85.8%	NA
48	Short hand studios	21	24.7%	64	75.2%	NA
49	Cheque writing machine	17	20%	68	80%	NA
50	Radio and tape recorders cassette	2	2.35%	83	97.6%	NA
51	Photocopying machine	73	85.8%	12	14.1%	A
52	Scanning machine	12	14.1%	73	85.8%	NA
53	Dictation machines	10	11.7%	75	88.2%	NA
54	Perforating machines	50	58.8%	35	41.1%	A
55	Office cabinets	18	21.1%	67	78.8%	NA



56	Duplication machines	10	11.7%	75	88.2%	NA
57	School chairs/Desk	55	64.7%	30	35.2%	A
58	Fax machines	16	18.8%	69	81.1%	NA
59	Opaque projected recorder	12	14.1%	73	85.8%	NA
60	Stapling machine	50	58.8%	35	41.1%	A
61	Guillotine	12	14.1%	73	85.8%	NA
62	Stop watch	10	11.7%	75	88.2%	NA
63	Single hole punch	2	2.3%	83	97.6%	NA
64	Double hole punch	30	35.2%	55	64.7%	NA

Note: N=85, A = Available, NA = Not available; Benchmark = 50%

The Table 2 above revealed that six (6) items out of 54 were regarded as by the respondents as available materials for teaching business studies, while 46 items are not available materials for teaching business studies at upper basic education in private secondary schools . This concluded that materials resources needed for effective teaching of business studies are not available at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi State.

**Research Question Three:** What is the condition of the available materials resources for teaching and learning business studies in Basic Education level in Private secondary schools in Ebonyi Central Senatorial Zone?

Items 65-81 in section B of the research instrument were used to collect data to answer this research question. The data is summarized on Table 3 below

**Table 3: Mean and standard deviation onthe condition of the available materials resources for teaching and learning business studies in Basic Education level in Private secondary schools**

S/N	Condition of the available materials resources for teaching and learning Business Studies subject	N	X	SD	Decision
65	The textbooks available for teaching business studies subjects in my school are current.	87	3.60	0.91	Agree
66	The textbooks available for teaching business studies subjects are of good numbers	87	1.26	0.93	Disagree
67	The typewriters available for teaching business studies are in good condition	87	1.19	0.95	Disagree
68	The available staplers in my school are in good condition	87	3.92	0.77	Agree
69	The available perforators in my school are in good condition	87	3.80	0.50	Agree
70	Demonstration stand use for teaching the students in my school is in good condition	87	1.38	0.92	Disagree
71	The computers in my school for teaching business studies subject, are functioning	87	3.88	0.74	Agree
72	The photocopying machine in my school for teaching business				



	Studies subject are functioning	87	3.80	0.90	Agree
73	Printers in my school for teaching Business Studies subject are functioning	87	3.16	0.19	Agree
74	Swivel chairs are in good condition	87	1.25	0.93	Disagree
75	Typing tables are in good condition	87	1.40	0.92	Disagree
76	Scanner in my school for teaching business Studies subject, is functioning	87	2.40	0.92	Disagree
77	Wall clock in my school for teaching Business Studies subject is functioning	87	1.28	0.82	Disagree
78	Office cabinets available are in good condition	87	1.20	0.75	Disagree
79	Binders available for teaching business Studies subject are functioning	87	1.38	0.93	Disagree
80	Recorder for teaching business Studies subject is functioning	87	1.26	0.93	Disagree
81	The textbooks available for teaching business Studies subjects in my school are relevant	87	3.30	0.84	Agree
	<b>Grand Mean</b>		<b>2.32</b>	<b>0.81</b>	<b>Disagree</b>

The results in Table 3 above revealed that items 65, 68,69, 71, 72, 73 and 81 are rated agreed by business studies teachers, with mean scores of 3.60; 3.92; 3.80; 3.88, 3.80, 3.16 and 3.30 respectively. All other items are rated disagreed. However, with the grand mean of 2.32, it can be concluded that Business studies teacher in private secondary schools in Ebonyi Central Senatorial Zone are of the opinion that the condition of the available materials resources for teaching and learning Business Studies subject do not support effective teaching of business studies in private secondary schools in Ebonyi State.

**Hypothesis One:** There is no significant difference in the mean response of the male and female business studies teachers regarding the quality of Business studies teachers for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state

**Table 4: Independent t-test result of mean difference between the responses of the male and female business studies teachers regarding the quality of Business studies teachers for effective teaching of business studies at upper basic education in private secondary schools**

Variables	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Male teachers	32	3.00	0.84	1.53	83	1.96	0.073	Not Rejected
Female teacher	53	2.95	1.01					

The data in the Table 4 reveals that the calculated value of t was 1.53 ( $t_{76}=1.53$ ). The observed p-value was 0.073 which is greater than the fixed p-value of 0.05 ( $p>0.05$ ). Therefore, the null hypothesis which stated that there is no significant difference between the responses of male and female business studies teachers regarding the quality of Business



studies teachers for effective teaching of business studies at upper basic education in private secondary schools was not rejected.

**Hypothesis Two:** There is no significant difference in the mean response of the male and female business studies teachers regarding the availability of material resources for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state

**Table 5: Independent t-test result of mean difference between the responses of the male and female business studies teachers on the availability of material resources for effective teaching of business studies at upper basic education in private secondary schools**

Variables	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Male teachers	32	2.90	0.94	1.33	83	1.96	0.083	Not Rejected
Female teacher	53	3.51	1.11					

The data in the Table 5 reveals that the calculated value of t was 1.33 ( $t_{76}=1.33$ ). The observed p-value was 0.083 which is greater than the fixed p-value of 0.05 ( $p>0.05$ ). Therefore, the null hypothesis which stated that there is no significant difference between the responses of experienced and inexperience teachers on the effective use of instructional resources on the teaching of business studies subjects was not rejected.

**Hypothesis Three:** There is no significant difference in the mean response of the Experiences and Inexperience business studies teachers on the condition of the available materials resources for teaching Business Studies in upper basic education in Private secondary schools in Ebonyi Central Senatorial Zone

**Table 6: Independent t-test result of mean difference between the responses of experienced and inexperience teachers on the effective use of instructional resources on the teaching of business education subjects**

Variables	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Experienced	63	3.20	0.84	1.43	83	1.96	0.073	Not Rejected
Inexperienced	22	2.65	1.01					

Table 6 showed that there 63 experienced and 22 inexperienced respondents. The experienced respondents had mean and standard deviation of 3.20 and 0.84 respectively while inexperienced respondents had mean and standard deviation of 2.65 and 1.01, respectively. The calculated value of t was 1.43 ( $t_{76}=1.43$ ). The observed p-value was 0.073 which is greater than the fixed p-value of 0.05 ( $p>0.05$ ). Therefore, the null hypothesis which stated that there is no significant difference between the responses of experienced and inexperience teachers on the effective use of instructional resources on the teaching of business studies subjects was not rejected. This implied that experienced and in experienced teachers did not differ significantly in their responses regarding the effective use of instructional resources on the teaching of business education subjects.



### **Discussion of the Findings**

The study finds that the quality of business studies teachers available for effective teaching of business studies is inadequate at upper basic education in private secondary school in Ebonyi State. The study further shows that quality of Business Studies teachers are inadequate for the implementation of the upper basic education business studies curriculum in private secondary schools in Ebonyi state, Nigeria. This because the business studies teacher teaching business studies in private secondary school in Ebonyi State is from other related discipline without adequate knowledge of Shorthand, typewriter which are the major components of business studies at basic education. Furthermore, hypothesis tested shows that there is no significant difference in the mean response of the male and female business studies teachers regarding the quality of Business studies teachers for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state

This finding is supported by study of Osarenren-Osaghae and Irabo (2012) who stated that it is very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. The finding is also line with Agbenten (2015) who discovered that shortage of qualified teachers at basic education level is a worldwide phenomenon but more obvious in the developing countries where educational system is constantly expanding without sufficiency of qualified teachers. In support of this statement, Udofort in Osarenren-Osaghae and Irabo (2012) lamented that insufficient qualified teachers in both private and public schools have often resulted in the employment of unqualified people and this de-motivates the students through bad teaching. Aina in Osarenren-Osaghae and Irabo (2012) also pointed out that the quality and quantity of teachers in the schools have contributed immensely to the high failure rates being experienced in the programme run by National Business and Technical Examination Board (NABTED) certificate examinations in business subjects in secondary schools in Nigeria.

The results obtained from research questions two shows that most of business studies instructional materials needed for teaching of business studies at upper basic education level available are not available in private secondary schools in Ebonyi state. Furthermore, hypothesis tested shows that there is no significant difference in the mean response of the male and female business studies teachers regarding the availability of business studies instructional materials for effective teaching of business studies at upper basic education in private secondary schools in Ebonyi Central Senatorial Zone, Ebonyi state. This finding is supported by the study of Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools particularly junior secondary school in Nigeria. Alfred and Kayoma in Ann (2019) also pointed out that most Nigerian secondary schools, private schools inclusive do not have the required instructional materials and equipment for the teaching of business studies skills. The finding is also in consonance with Usoro (2010) who noted that physical/material resources in teaching business studies include: computer, audio-video recording, infrastructural facilities stationeries, vehicles, television, sports equipment, models etc. However, Ademiluyi (2011) has observed that tools and material needed to work in public schools are often not available; no text books, work books, revision text like questions and answers and other materials.



The results obtained from research questions three shows that available business studies instructional materials for teaching and learning Business Studies subject are in good condition to support effective teaching of business studies in private secondary schools in Ebonyi State. The study further revealed that all the equipment listed for teaching business studies only computers, photocopying machine, Printers, textbooks staplers and perforators are in good condition to support teaching of business studies in private secondary schools in Ebonyi Central senatorial zone of Ebonyi state. Hypothesis tested shows that there is no significant difference in the mean response of the Experiences and Inexperience business studies teachers on the condition of the available materials resources for teaching Business Studies in upper basic education in Private secondary schools in Ebonyi Central Senatorial Zone. The findings is in line with the work of Adeogun (2019) who noted that it is the responsibility of the school administration, proprietors inclusive and the government should that adequate materials resources are made available to the school. This will enable the schools to equip their students effectively and produce good performance on the part of both teachers and students; there is need for the provision of adequate human and materials resources in our secondary schools

### **Conclusion**

The role played by teachers in any educational system is enormous. They are responsible for the translation and implementation of educational policies and curriculum for all round achievement of the students. This is why the National Policy on Education stated that “no education can rise above the quality of its teachers”. Similarly, no nation or society can rise above the quality of her education. The implementation of upper basic education curriculum in business studies therefore, lies with the quality of business studies teachers. Their qualifications should be scrutinized in order to ensure the successive implementation of quality instruction. In the same vein, business studies instructional materials which also play valuable roles in the teaching and learning of business studies at upper education level, should be provided in adequate supply. Based on the findings of the study, it was concluded that: The human and material resources for the teaching and learning of business studies at upper basic education in private secondary schools in Ebonyi State are inadequate and in most cases unavailable. Most of the available business studies teachers are from business related field, hence not qualified to teach business studies because they did not study the course. In addition, instructional material resources required for the implementation of upper basic education (JSS) business studies curriculum are inadequate in private secondary schools Ebonyi State. Both facilities and the provision of business curriculum textbooks are inadequate. This trend may not only incapacitate the teachers but also serve to miseducate them and their students. This scenario does not educate the students enough in preparing them for higher ground either at work or in choosing a programme of study in Business education. Also since available materials to train students are inadequate, effective teaching and learning of business studies may not achieve the required knowledge and skills for the world of work.



### **Recommendations**

The following recommendations are made based on the findings of this study:

1. Proprietors of Private Secondary school should ensure that business studies teachers in all area of business education be recruited and engaged to teach business studies in their school not graduate of business related discipline.
2. Instructional materials/equipment for teaching business studies should be provided by proprietors of private secondary schools to aid in the implementation of mandate of business studies curriculum in private secondary schools.
3. The Parents Teachers Association (P.T.A) should also assist the proprietors of private secondary school in the provision of some of these equipment needed for the teaching and learning of Business Studies
4. Educational policy makers in Ebonyi state should sensitize the proprietors of private school and teachers on the need to put more emphasis on utilization and improvising of resources materials in teaching and learning of Business subjects
5. Business studies programs, at this level, should be subjected to accreditation and reaccreditation based on the adequacy of facilities, textbooks and other curricula elements by Ministry of Education in Ebonyi.



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# **COMPETENCIES REQUIRED BY BUSINESS EDUCATION LECTURERS AND INSTRUCTORS FOR EFFECTIVE MANAGEMENT OF INSTRUCTIONAL RESOURCES IN COLLEGES OF EDUCATION IN SOUTH-EAST, NIGERIA**

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## **Abstract**

The study investigated challenges and competencies required by Business Education lecturers and instructors for effective management of instructional resources in Colleges of Education in South-east, Nigeria. Two research questions were answered while two hypotheses tested at 0.05 level of significance. The study adopted survey research design. The sample for the study was 107 respondents comprising 92 Business education lecturers and 15 instructors. Instrument for data collection was a 30-item structured questionnaire. The instrument was face-validated by three experts while reliability was established using Cronbach Alpha reliability technique which yielded a coefficient of 0.891. Data were collected with the help of six research assistants and the data were analysed using mean and t-test statistics. Based on the data collected and analysed, the study identified 9 challenges in effective management of instructional resources and 20 competencies required by Business education lecturers and instructors for effective management of instructional resources. The study among others therefore recommended that states and federal governments through the ministries of education should package the identified instructional resource management competencies into workshop materials for retraining Business education lecturers and instructors for effective use of instructional resources.

***Keywords: Challenges, Business Education, Instructional Resources, Management***

## **Introduction**

Colleges of Education are established in Nigerian by law to provide knowledge, skills and training to students who shall be enterprising and self-reliant on graduation. Federal Government of Nigeria (2014) described College of Education as one of the tertiary institutions that provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant. In the opinion of Onyesom (2013), College of Education is a post-secondary education institution in Nigeria designed specifically to train and prepares students for the teaching industry. Colleges of Education is train-the-



trainers colleges, established with the objectives of training and equipping teachers for their esteemed functions in teaching profession (Excellence and Education Network, 2014). The government of Nigeria established college of education system to specifically address certain educational and socio-economic issues. Hence, the goals of Colleges of Education as highlighted by Federal Government of Nigeria (2014) include to: encourage further the spirit of enquiry and creativity in teachers, provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, provide the technical knowledge and skills necessary for agricultural, industrial, commercial, economic, and educational development of Nigeria, give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be self-reliant and enterprising. One of the vocational courses in Nigerian colleges of education where students can enrol and be equipped with saleable skills for self and paid job on graduation is Business education.

Business education is an important component of vocational technical education programme prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. According to Edokpolor and Owenvbiugie (2017), Business education is a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). Business education, as viewed by Suleiman (2017) is an area of education which deals with the study of the subject of related to or dealing with the art of shorthand writing, typewriting, accounting, business mathematics, secretarial duties, and commerce and office practice. Ajisafe, Bolarinwa and Edeh (2015) identified major aspects in business education as: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing and advertising. The programme of instruction in all aspects of business education cannot be successful without adequate provision and management use of instructional resources.

Instructional resources are physical resources utilized by educational institutions in the process of implementing educational programmes. They act as ancillaries for the achievement of educational goals and objectives (Obua, 2018). Instructional resources are integral part of the achievement of educational objectives in a well-organized school system. Usman (2016) viewed instructional resources as the tangible resources that can easily be seen and observed in any educational institution. Instructional resources according to Odigbo (1999) refers to either fixed or movable objects, equipment, supplies and facilities which may be private, public or government property that may be turned into educational use for attainment of set goals. In technical and vocational education, Ogbuanya, Nweke and Ugwoke (2017) described instructional or material resources as essential concrete features that enable the instructor to teach effectively in Industrial Technical Education workshop and classrooms. Obua (2018) further noted that instructional resources could be understood to be any material such as textbooks, visual aids, charts, maps, laboratories equipment, chalkboard/whiteboard, play ground and other materials which are used to facilitate the overall teaching and learning process in schools. Considering the magnitude of the relevance of instructional resources to the overall achievement of educational objectives, efforts must be made by the instructors or lecturers in higher institutions to ensure effective management of the resources.

Management according to Tarig (2008) is defined as a process of coordinating work activities so that they are completed efficiently and effectively with and through people. Management is a process of planning, organizing, leading and controlling all activities of the organization in pursuit of pre-determined objectives. In the view of Ogbuanya, Nweke and Ugwoke (2017), management functions include all efforts towards: planning, organizing, leading or motivating, coordinating and controlling. Azubike (1993) described material resource management as a process of making decision on how material resources could be



procured, managed, used and maintained for the development of vocational education. Olaitan, Nwachukwu, Onyemachi, Igbo and Ekong (1999) in their own view stated that effective techniques for instructional resource management is the involvement of staff in planning, organizing, controlling, and coordinating facilities for the purpose of learning skills in various occupations. Agabi (2010) noted that the importance of resources in the management of education cannot be over emphasized. It is not possible to deliver effective education without some level of sustainable management of instructional resources.

The management of instructional resources fundamental because instructional resources provide a solid basis for conceptual thinking; increase the propensity of the brain to retain information; make learning more interesting; and take care of differences that may exist among learners (Nchor, 2008). Unfortunately, Agabi (2010) noted with dismay that the resources provided by government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Apart from the shortage of the required instructional resources for functional education, the available instructional resources in Nigerian schools are not well managed for result-oriented teaching and learning. This is true of public colleges of education across southeast Nigeria and the nation in general. The situation has continued to deny Nigeria her desired educational growth and development. Agabi (2010) argued that prudence in the use of education resources begins with the identification and exploration of all instructional sources of resources relevant to education. It also includes the careful harnessing, rational distribution, efficient utilization and adequate maintenance of the instructional resources. It is based on this bedrock that this study was carried out to identify challenges and competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of Education using South-east Nigeria as case study.

### **Research Questions**

In line with the two specific purposes, the study answered these two research questions:

1. What are the challenges of Business education lecturers and instructors in effective management of instructional resources in Colleges of education in South East, Nigeria?
2. What are the competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of education in South East Nigeria?

### **Hypotheses**

The following two research hypotheses were tested at  $p < 0.05$  level of significance.

1. There is no significant difference in the mean ratings of Business education lecturers and instructors on the challenges they face in effective management of instructional resources in Colleges of education in southeast Nigeria.
2. There is no significant difference in the mean ratings of Business education lecturers and instructors on the competencies they required for effective management of instructional resources in Colleges of education in southeast Nigeria.

### **Method**

The study answered two research questions and tested two hypotheses at 0.05 level of significance using survey research design. Survey research design according to Check and Schutt (2012) is the collection of information from a sample of individuals through their responses to questions. Information gathered through survey research must be generalized to

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the whole population and thus a survey is useful for development and planning purposes (Eboh, 2009). The study was carried out in southeast Nigeria which comprises of six states namely: Abia, Anambra, Ebonyi, Enugu and Imo States. The sample for the study was selected through multistage, purposive and random sampling technique. At the first stage, three (Anambra, Enugu and Imo) out of the five states in southeast Nigeria were randomly selected. The second stage involves purposive selection of the six public Colleges of Education, hence, private colleges of education in the area were not selected. The third stage involved selection of all the 92 Business education lecturers and 15 instructors from the six purposively sampled public colleges of education in the three states making a total of 107 respondents for the study. Hence, the entire 107 Business education lecturers and instructors from public colleges of education in the three states represented the respondents for the study.

The instrument for data collection for the study was a 30-item structured, close-ended questionnaire. The questionnaire was structured into two sections in line with the two specific purposes of the study. Section one of the questionnaire focused on identifying the challenges of Business education lecturers in effective management of instructional resources while sections two focused on competencies required by Business education lecturers for effective management of instructional resources. The responses options of the two sections were structured on a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was face-validated by three experts. Cronbach Alpha reliability method was used to determine the reliability of the instrument which yielded a coefficient of 0.891.

Data for the study were collected with the help of six research assistants with one from each of the six tertiary institutions in the two states. Through effective monitoring of the research assistants, the entire 107 copies of the questionnaire administered to the lecturers were completely filled and returned representing 100% return rate. The data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. The cut-off point for answering the research question was obtained as 2.50. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as "Agree" while those less than 2.50 were interpreted as "Disagree". The hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

## **Results**

### **Research Question One**

What are the challenges of Business education lecturers and instructor in effective management of instructional resources in Colleges of education in South East, Nigeria?



**Table 1: Mean Ratings on Challenges of Business Education Lecturers and instructors in Effective Management of Instructional Resources in Colleges of Education in South East, Nigeria (n = 107)**

SN	Challenges of Business Education lecturers and instructors in instructional resource management include:	$\bar{X}$	SD	Rmks
1	Inadequate professional experience of some young lecturers and instructors in instructional resource management	3.72	0.44	A
2	Inadequacy of required instructional resources for use in Business education	3.70	0.47	A
3	Obsolete nature of most of the available instructional resources in Business education laboratories and classrooms	3.46	0.51	A
4	Inadequate knowledge of most lecturers and instructors in improvising instructional resources in Business education	3.60	0.55	A
5	Heavy lecturers teaching load create challenges in their management of instructional resources for teaching and learning	2.33	0.72	D
6	Large class size of students reduces lecturers and instructors tendencies for effective instructional resource management	3.54	0.48	A
7	Poor maintenance culture is a bane in the management of available instructional resources	3.65	0.47	A
8	Lack of support from administrations in terms of provision of funds needed instructional materials when need arises	3.34	0.47	A
9	Poor technological skills of most lecturers and instructors in handling modern instructional resources for teaching and learning	3.26	0.55	A
10	Poor power supply is a major challenge of lecturers in effective use of modern instructional facilities for teaching and learning	3.67	0.50	A

**Note:**  $\bar{X}$  = Mean; SD = Standard Deviation; A= Agreed; D = Disagreed; n = number of respondents.

The data presented in Table 1 showed that the mean ratings of the respondents on 9 out of the 10 items were between the range of 3.26 to 3.72 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 9 identified items were agreed to be challenges of Business education lecturers and instructor in effective management of instructional resources in Colleges of education in southeast Nigeria. The mean rating of the respondents on item 7 was 2.33 which was less than the cut-off point value of 2.50 which indicated that item 7 was not a challenge of Business education lecturers and instructor in effective management of instructional resources. The standard deviation values of the 10 items in the table ranged from 0.44 to 0.72 which signified that the responses of the respondents are close to one another and the mean.

### Hypothesis 1

There is no significant difference in the mean ratings of Business education lecturers and instructors on the challenges they face in effective management of instructional resources in Colleges of education in South East, Nigeria.



**Table 2: Test of significant difference in the mean ratings of Business education lecturers and instructors on challenges of effective management of instructional resources in Colleges of education**

Variables	N	$\bar{X}$	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Bus. Edu. Lecturers	92	3.55	0.47	105	0.012	2.08	1.96	0.05	<b>S*</b>
Bus. Edu. Instructors	15	3.30	0.54						

**Note:** S\* = Significant at 0.05.

The data presented on the t-test statistics in Table 2 above showed that the t-calculated (t-cal) value of 2.08 is greater than the t-critical (t-tab) value of 1.96 at 105 degree of freedom. This indicated that there was significant ( $p < 0.05$ ) difference in the mean ratings of Business education lecturers and instructors on the challenges they face in effective management of instructional resources in Colleges of education in southeast Nigeria. The null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of lecturers and instructors is therefore rejected for hypothesis one.

**Research Question 2**

What are the competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of education in South East, Nigeria?

**Table 3: Mean Ratings on Competencies required by Business Education Lecturers and instructors for Effective Management of Instructional Resources in Colleges of Education in South East, Nigeria (n = 107)**

SN	Competencies required by lecturers and instructors for effective management of instructional resources include:	$\bar{X}$	SD	Rmks
1	Establishing and articulating learning goals in relation to available instructional resources	3.50	0.54	<b>A</b>
2	Ability to improvise relevant instructional resources for teaching and learning business education	3.46	0.51	<b>A</b>
3	Ability to operate technological instructional resources for teaching and learning	3.37	0.52	<b>A</b>
4	Ability to set up ICT-based instructional resources such as projector for teaching and learning	3.58	0.72	<b>A</b>
5	Ability to carry out maintenance of instructional facilities during Business education instruction in the classroom and laboratory	3.40	0.51	<b>A</b>
6	Carrying out routine check to ascertain functionality of some instructional resources	3.49	0.50	<b>A</b>
7	Guiding students to arrange instructional resources such as computers and typewriters in Business education laboratory	3.56	0.48	<b>A</b>
8	Maintenance of textual instructional resources for effective teaching and learning of students	3.66	0.52	<b>A</b>



9	Maintaining physical environment that actively engage the use of instructional resources for teaching	3.56	0.52	<b>A</b>
10	Modifying instructional resources to adjust for specific needs of the students	3.24	0.74	<b>A</b>
11	Developing and sequencing instructional materials for students learning	3.68	0.45	<b>A</b>
12	The use of computer assisted instructional with or without animation for teaching Business education	3.31	0.52	<b>A</b>
13	Arranging instructional resources with adequate ventilation, illumination and artificial lighting	3.48	0.57	<b>A</b>
14	Binding tearing textbooks to avoid further destruction	3.53	0.54	<b>A</b>
15	Develop a procedure to ensure proper laboratory and class clean up	3.78	0.53	<b>A</b>
16	Storing instructional materials in a lockable cabinet for safety	3.55	0.65	<b>A</b>
17	Ability to improvise basic instructional resources for teaching and learning	3.44	0.58	<b>A</b>
18	Minor repairs (predictive maintenance) of the instructional facilities should be carried out to avoid breakdown	3.55	0.71	<b>A</b>
19	Ability to prepare directives for the use and maintenance of electronic instructional resources	3.46	0.59	<b>A</b>
20	Maintaining a complete inventory of instructional resources regularly	3.71	0.45	<b>A</b>

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**Note:**  $\bar{X}$  = Mean; **SD** = Standard Deviation; **A** = Agreed; **n** = number of respondents.

The data presented in Table 3 revealed that the mean ratings of the respondents on 20 items were between the range of 3.24 to 3.78 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 20 identified items were agreed to be competencies required by Business education lecturers and instructors for effective management of instructional resources in Colleges of education in southeast Nigeria. The standard deviation values of the 20 items in the table ranged from 0.45 to 0.74 which signified that the responses of the respondents are close to one another and the mean.

### **Hypothesis 2**

**H0<sub>2</sub>:** There is no significant difference in the mean ratings of Business education lecturers and instructors on the competencies they required for effective management of instructional resources in Colleges of education in South East, Nigeria.



**Table 4: Test of significant difference in the mean ratings of Business education lecturers and instructors on competencies they required for effective management of instructional resources in Colleges of education in South East, Nigeria**

Variables	N	$\bar{X}$	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmks
Bus. Edu. Lecturers	92	3.54	0.61	105	0.052	0.48	1.96	0.05	<b>NS</b>
Bus. Edu. Instructors	15	3.50	0.66						

**Note:** NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 above revealed that the t-calculated (t-cal) value of 0.48 is greater than the t-critical (t-tab) value of 1.96 at 105 degree of freedom. This indicated that there was no significant ( $p < 0.05$ ) difference in the mean ratings of Business education lecturers and instructors on the competencies they required for effective management of instructional resources in Colleges of education in southeast Nigeria. The null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of lecturers and instructors is therefore accepted on hypothesis two.

### **Discussion of Major Findings**

This study showed that the challenges of Business Education Lecturers and Instructor in effective management of instructional resources include: inadequate professional experience of some lecturers and instructors in instructional resource management, inadequacy of required instructional resources for use in business education, obsolete nature of most of the available instructional resources in business education laboratories and classrooms, inadequate knowledge of most lecturers and instructors in improvising instructional resources in business education and poor maintenance culture is a bane in the management of available instructional resources. The report of NCTM (2000) found that teachers access to resources and inadequate professional expertise constitute major challenges in effective management of instructional materials. The findings of this study agreed with that of Wagura (2015) who identified inadequate teacher professional development, non-availability and inadequacy of instructional resources, increased teachers workload and large class size as part of the challenges confronting teachers in effective management of instructional resources.

This study showed that the competencies required by Business Education Lecturers and Instructors for effective management of instructional resources include: establishing and articulating learning goals in relation to available instructional resources, ability to improve relevant instructional resources for teaching and learning Business education, ability to operate technological instructional resources for teaching and learning, ability to set up ICT-based instructional resources such as projector for teaching and learning, carrying out routine check to ascertain functionality of some instructional resources and ability to carry out maintenance of instructional facilities during Business education instruction in the classroom and laboratory among others. In agreement with the findings of this study, Ogbuanya, Nweke and Ugwoke (2017) also identified 50 skill items of planning, organizing, controlling,



coordinating and management of material resources by lecturers for effective teaching and learning. The report of UNESCO (2015) equally showed that ability to improvise relevant instructional resources, carrying out routine check to ascertain functionality of instructional resources, reading and interpreting operational manuals, ability to carry out maintenance of instructional facilities and ability to operate technological instructional resources for teaching and learning are area of skill need of instructors for effective management instructional resources in laboratories.

### **Conclusion**

The management of instructional resources is central to the overall achievement of educational objectives on sustainable basis. Hence, this study investigated the challenges and competencies required by Business Education lecturers and instructors for effective management of instructional resources in Colleges of Education in South-east, Nigeria. Based on the data collected and analyzed, the study identified 9 challenges in effective management of instructional resources and 20 competencies required by Business Education Lecturers and Instructors for effective management of instructional resources

### **Recommendation**

1. States and federal governments through the ministry of education should package the identified instructional resource management competencies into workshop materials retraining Business education lecturers and instructors for effective use of instructional resources.
2. Technical and vocational education curriculum planners should emphasize instructional resource management skills in the curriculum of Business education and follow up its implementation.
3. There should adequate provision of required instructional resources by management of tertiary institutions for enhanced use of the resources facilities for teaching and learning.



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## **STATUS AND MANAGEMENT OF RESOURCES FOR EFFECTIVE INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN RIVERS STATE**

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### **Abstract**

*This study investigated the status and management of resources for effective instructional delivery of business education programme in tertiary institutions in River State. The Stratified random sampling technique was used to select 109 lecturers that took part in the study. The study adopted descriptive survey design. An instrument titled 'Status and Management of resources for business education programme' (SMRBP) was developed. Percentage was used to analyze the research questions, while chi-square was used to test the hypothesis at 0.05 significant level. It was revealed from the study that majority of the lecturers teaching business education courses do not have the relevant certificate. The results also showed that majority of the non-human resources for business education programme are unavailable. Various measures in which resources can be properly managed was shown in the work. It was however recommended that unqualified business education lecturers be encouraged to take up programmes that will enhance their teaching quality in business education and resources should be made available by government and authorities should evolve means of properly managing the resources for achievement of business education objectives*

**Keywords: Status, Resources, Resource Management and Instructional delivery**

### **Introduction**

Business education courses encompasses a series of related courses and subjects extending through one or more years of the tertiary school and culminating at or near the time of graduation. These series of courses usually constitutes a fairly clearly distinct pattern for each of the four main employment areas of business education namely Stenographic, the booking keeping, clerical and distributive areas. Business education is offered both at the colleges of education and university levels. According to Osuala in Ogunwole (2015), the objective of business education is to train the necessary manpower for the industry, private and business establishments. Thus business education opens various career opportunities for its graduates.



As noted by the National Commission for Colleges of Education (NCCE, 2012), in its minimum standard and curriculum framework, the philosophy of business education is to make the business educator understand the concept and philosophies of the National Policy on Education as regards Business Education in National Development. To achieve this, the curriculum implementation framework of the commission (2012), asserts that a quality assurance system was set up to among others;

- i. Ascertain the conditions and status of equipment, learning materials and facilities in awarding institutions in Nigeria.
- ii. Ensure there are adequate resources to deliver the curriculum and
- iii. Determine the quality of input, process and output variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

For a good educational policy or programme to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff adequately supplied with necessary facilities and equipment. According to Maeke (2003), poor learning resources and facilities have been classified under school based causes of dropout rate and withdrawal. Bakhda (2004), points out those available facilities should be adapted and utilized to suit the school curriculum and to suit the many kinds of functions and occasions organized for students.

Resources are the sum total of everything used directly or indirectly for the purpose of education training to support, facilitate or encourage the acquisition of knowledge, competence, skill and know-how and these include human and physical or material resources (Akinsola, 2000). Business education as an academic programme can only be effectively implemented with adequate educational resources. Aguwezie in Ugwuanyi (2012) stated that educational resources are things that stimulate a learner and bring about the understanding of the curriculum content. They are therefore the resources used for the implementation of any educational programme. Instructional educational resources are therefore vital inputs for teaching any subject or course in the school curriculum.

According to Akinbola, Ado and Inyang (2006), teaching resources are classified into two; human and material resources. Human resources indicators include staff strength, teacher quantity, quality, qualification and experience, while material resources include physical size of a school, physical facilities, and instructional facilities such as libraries, laboratories and workshops. Similarly, Onyango (2001) categorized school resources as physical and material resources. He indicated that material resources includes those items so designed, modified and prepared to assist teaching and learning operations. The availability, adequacy and management of these resources in schools have been shown to relate significantly with students' academic performance and teaching effectiveness (Adebayo in Akinbobola et al 2006). Resources in business education are the business educators, support



staff and other learning facilities which are necessary in achieving the business education goals. The use of these resources could give more valuable and powerful conducive teaching-learning environment. The proper management and use of these resources will be a morale booster to business educators who coordinate other activities in the school system but also ensure the attainment of goals. As Oni in Akinbobola et al (2006) noted, that the availability and adequacy in quantity and quality of educational resources prompt effective teaching and learning activities in schools, while their inadequacy affects the students' performance negatively. Adequacy and appropriate resources as well as its management is vital in the general administration of schools as well as goals attainment. Dangara (2016), observed that accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Agabi in Dangara (2016) however observed that resources provided by government for execution of education projects in the school system is inadequate and irregular, he therefore opined that prudence in the use of available resources will be the best alternative.

The teaching of business education courses requires different resources and also having them enough would improve teaching and learning. If the objective of business education programme is to be achieved then there must be adequate and appropriate business education resources which must be properly managed in order to guarantee effective instructional delivery. Without adequate and efficient utilization of available resources, the system may fail to achieve its desired goals.

According to Business encyclopedia (BE nd), Resource management is the process by which businesses manage their various resources effectively. Resources can be intangible, People and time and tangible facilities, materials and finances. Management of resources in business education will involve planning to ensure that the right resources are assigned to the right business education task. This could be in form of scheduling staff, facilities and tools needed for teaching business courses.

To manage means to handle or arrange a number of people, things or situations to bring about what one desires. Dangara (2016) observed that physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. He stated that it is critical that school physical resources management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies.



Facilities can limit business education programme. Well planned and managed facilities will enhance the day to day learning process in our school system. For business education to attain efficiency and effectiveness about its philosophy and objectives, both human and non-human resources must be properly managed. Part of the integral pre-requisites to be put in place towards the actualization of the business education programme requires adequate provision of resources, maximum utilization and appropriate management of education resources to avoid wastages and improve the quality of the teaching and learning. Business education lecturers need these facilities in order to create the kind of classroom environment that will make learning easier and more beneficial. Noun in Dangara (2016) observed that a careful assessment of the school system in Nigeria reveals that some of the problems bedeviling the system which have been hindering the system from achieving its lofty goals are inadequate facilities, supply of sub-standard Educational resources, misuse of school facilities, and shortage of fund, poor management and ineffective leadership. Azuka in Enyekit, Ubulom and Onuekwa (2013), affirmed that many institutions that offer courses in business and office Education lack adequate facilities for proper execution of their applauded programme.

If business education is to be meaningful and useful to the learners, then there should be resources which should be properly managed in other to achieve the desired goals. This will only be possible if resources both human and material are managed effectively and for the explicit purpose of improving learning.

#### **Research Questions**

1. What is the status of non-human resources available for instructional delivery of business education programme in Rivers State?
2. What is the status of human resources available for instructional delivery of business education programme in Rivers State?
3. In what ways are non- human resources in business education programme managed in tertiary institutions in Rivers State.

#### **Research Hypotheses**

1. There is no significant difference between the number of available non-human resources for teaching business education course and those not available for teaching business education course in Rivers State.
2. There is no significant difference between the number of available human resources that are qualified for teaching business education course and those not qualified for teaching business education courses in Rivers State.



## Methods

The study adopted a descriptive survey design. The stratified sampling techniques was used to select 109 lecturers from about 155 lecturers teaching business education courses in five tertiary institutions the state. The instrument for data collection was a Likert type structured questionnaire which consisted of three parts. Section one contained demographic information, section two contained list of resources, and section three is on management of resources based on twelve measures. The instrument was validated by three experts. Research assistants were used to administer and retrieve the instruments from the institutions were the researcher could not reach personally. Data collected were analyzed using frequency count, percentages and chi-square. Responses below 50% of the total response were regarded as negative to the status and management of resources for teaching business education courses.

## Results

**Table 1: Analysis of status of non-human resources**

Resources	AV(N)	%	NAV(N)	%
Laboratories/studies	46	42.2%	63	57.8%
Lectures demonstration table	48	44.0%	6	56.0%
Stop watch	36	33.0%	73	67.0%
Filing Cabinet	88	80.7%	21	19.3%
Adding & listing Machine	38	34.9%	71	65.1%
Chalkboard	100	100%	-	-
Interactive white board (1WB)	32	29.4%	77	70.6%
Swivel typing chairs	22	20.2%	87	78.8%
Manual type writers	46	42.2%	63	57.8%
Computer	88	80.7%	21	19.3%
Drop desk	40	36.7%	69	63.3%
Departmental Library	89	81.7%	20	18.3%
Head phones	18	16.5%	91	83.5%
Tape recorders/ consoler	26	23.8%	83	76.2%
Electric calculators	24	22.0%	85	78.0%
Projectors	34	25.7%	75	64.8%
Flexible use of space	78	71.6%	31	28.4%
Class room	89	81.7%	20	18.3%
Reproduction machine	64	58.9%	45	41.3%
Scanning machine	38	34.9%	71	65.1%
School plants	72	66.1%	37	33.9%
Shredding machine	32	29.4%	77	70.6%
Ledger books	38	34.9%	71	65.1%
Instructor chair	51	46.8%	58	53.2%
<b>Colum total</b>	<b>1246</b>		<b>1370</b>	

Table 1 above shows response of business education lecturers on the availability of non-human resources in tertiary schools in Rivers State. It was revealed from the table that majority of the non-human resources are below 50% response rate. A comparison of available and non-available resources shows that AV has 48% and NAV has 52%. This is an indication that AV resources are inadequate.



**Table 2: Status of human resources available for teaching business education courses.**

S/N	Qualification	No of Available Lecturers	Qualified	Not Qualified
1.	B.Ed./B.Sc.	7	-	-
2.	B.Ed./B.S.Eds. In Bus. Edu.	15	15(13.76%)	7(6.42%)
3.	MED/M.Sc.	32	-	32(29.36%)
4.	M.ED./M.Sc. Ed in Bus. Edu.	20	27(18.35%)	-
5.	Ph.D.	25	-	25(22.94%)
6.	Ph.D. in Bus. Edu.	17	10(9.17%)	-
	<b>Total</b>	<b>109</b>	<b>45(41.28%)</b>	<b>64(58.72%)</b>

The table above is the analysis of research question 2. It shows the frequency of distribution and percentage of available qualified lecturers in the five tertiary institutions. The table shows that business education lecturers in schools consist of B.ED/B.Sc. 7(6.42%), B.Ed./B.Sc. (Ed) Business Education 15(13.76%), M.Ed./M.Sc. in other areas 32 (29.36%), M.Ed./M.Sc. in Business Education 20(18.35%), PhD in other discipline 25(22.94%) and PhD in Business Education 10(9.17%). The status of the human resources available for teaching business education courses were considered in line with the curriculum implementation framework of the minimum standard which required academic staff to be a professionally qualified teacher in the relevant discipline.

**Table 3: Response on methods used in Management of Non-human Resources in Business Education**

S/N	Resources Managerial Basis	Response Rate		Rank
		F	%	
1.	Record keeping	106	97.25	2 <sup>nd</sup>
2.	Safety Factors	60	55.05	11 <sup>th</sup>
3.	Library	102	93.58	4 <sup>th</sup>
4.	Classroom	72	66.05	10 <sup>th</sup>
5.	Laboratory	104	95.42	3 <sup>rd</sup>
6.	Material storage and usage	92	54.40	7 <sup>th</sup>
7.	Fund	109	100	1 <sup>st</sup>
8.	Tools storage system	80	73.39	8 <sup>th</sup>
9.	Management	98	89.91	6 <sup>th</sup>
10.	Lecturers	72	66.06	9 <sup>th</sup>
11.	Flexible use of space	100	91.74	5 <sup>th</sup>
12.	Regular servicing	55	50.46	12 <sup>th</sup>

Table 3 shows the basis for the management of all the non-human resources. The table depicts that all the factors listed are important in effective and efficient management of Business education resources for effective instructional delivery of business education programme.



**Hypothesis One:**

**Table 4: Chi-Square analysis of availability of non-human resources**

Resources	AV	NAV	Round Total	D.F	Calculated X <sup>2</sup>	Decision P<.05
Laboratories/studies	46(42.2%)	63(57.8%)	109	23	725.29	
Lectures demonstration table	48(44.0%)	6(56.0%)	109			
Stop watch	36(33.0%)	73(67.0%)	109			
Filing Cabinet	88(80.7%)	21(19.3%)	109			
Adding & listing Machine	38(34.9%)	71(65.1%)	109			
Chalkboard	100(100%)	-	109			
Interactive white board (1WB)	32(4.4%)	77(70.6%)	109			
Swivel typing chairs	22(20.2%)	87(78.8%)	109			
Manual type writers	46(42.2%)	63(57.8%)	109			
Computer	88(80.7%)	21(19.3%)	109			
Drop desk	40(36.7%)	69(63.3%)	109			
Departmental Library	89(81.7%)	20(18.3%)	109			
Head phones	18(16.5%)	91(83.5%)	109			
Tape recorders/ consoler	26(23.8%)	83(76.2%)	109			
Electric calculators	24(22.0%)	85(78.0%)	109			
Projectors	34(25.7%)	75(64.8%)	109			
Flexible use of space	78(71.6%)	31(28.4%)	109			
Class room	89(81.7%)	20(18.3%)	109			
Reproduction machine	64(58.9%)	45(41.3%)	109			
Scanning machine	38(34.9%)	71(65.1%)	109			
School plants	72(66.1%)	37(33.9%)	109			
Shredding machine	32(29.4%)	77(70.6%)	109			
Ledger books	38(34.9%)	71(65.1%)	109			
Instructor chair	51(46.8%)	58(53.2%)	109			
<b>Colum total</b>	<b>1246</b>	<b>1370</b>	<b>2616</b>			

S = Significant @ P <.05 alpha level. AV = Available; NAV= Not Available  
Critical x<sup>2</sup> – Value = 35.17



Table 4 shows the chi-square analysis of available non-human resources for teaching business education courses. From the table, calculated  $x^2$  value of 725.29 is greater than critical  $x^2$  – value of 35.17. Since the calculated  $x^2$  value of 725.29 is greater than the critical value 35.17, the null hypothesis is rejected. This implies that there is a significant difference between the number of non-human resources available and those not available for business education programme.

**Hypothesis Two**

**Table 5: Chi-Square analysis of status of human resources for business education instructional delivery**

Qualification	Qualified	Not Qualified	Row total	Df	Calculated $x^2$ value	Dec. @P<.05
B.Ed./B.Sc.	-	7	7	5	12.15	S
B.Ed./B.Sc. in Bus. Edu.	15	-	15			
M.Ed./M.Sc.	-	32	32			
M.Ed./M.Sc. in Bus.Edu.	20	-	20			
Ph.D.	-	25	25			
Ph.D. in Bus.Edu.	10	-	10			
Column total	<b>45</b>	<b>64</b>	<b>109</b>			

Critical  $x^2$  – value 11.07  
S = Significant at P<.05 alpha level

Table 5 shows the chi-square analysis of available business education lecturers qualified for teaching business education courses. From the table, calculated  $x^2$  value of 12.15 is greater than critical  $x^2$  – value of 11.07. Since the calculated  $x^2$  value of 12.15 is greater than the critical value 11.07, the null hypothesis is rejected. This implies that there is a significant difference between the number of available human resources that are qualified and those not qualified. The implication of this is that there are more lecturers without relevant certificate teaching business education courses than those that have the relevant certificate in tertiary schools in Rivers State.



## **Discussion of Major Findings**

The result of the data analyses in table 1, shows that the non-human resources available for instructional delivery of business education programme is below 50%. This implies that non-human resources for instructional delivery of business education courses are grossly unavailable in the state. The findings of this study affirms the reports of Ilugbo and Ama in Enyiket; Ubulom and Onuekwa (2013) who in a nationwide survey found gross inadequate instructional materials and equipment for teaching business education courses at all levels. Similarly, the study agrees with the study of Jekayinka, Atiku in Ajayi and Ayodele (2001), who proved that adequate supply of instructional resources has significant effects on student's performance and enhance the effectiveness of instructional delivery and supervision. However as they noted, there seems to be in Nigerian schools an alarming shortage and even complete absence of laboratory facilities. An NUC report as cited in UNESCO in Ajayi and Ayodele (2001) stated that academic and physical facilities were in the deplorable state with insufficient lecture theaters/hall, laboratories etc. Similarly, Waweru in Omega and Simatwa (2010) observed that appearance of adequate physical facilities in school is an important source of inspiration and motivation for members of the school community because lack of such facilities interferes with the learning process. Owiye in Omega and Simatwa (2010), states that provision of material inputs for learning is important for the efficiency of education

The findings of this study also reveal that majority of the lecturers teaching business education courses in the schools are not qualified. As shown in table 2, the summation of the percentage of those qualified gave 45(41.28%), while those not qualified or with other certificates have 64(58.72%). The demographic information on academic qualification possessed by lecturers indicates that a number of the lecturers teaching business education courses have degrees in other areas and not in business education. This supports the view of Nwaokolo in Enyokit et al (2013), who stressed that there is a dearth of well-trained business educators at all levels of our educational system. Similarly, Obaro (2001), observed that business education programme have shortage of human resources. Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Darling- Hammond in Rice (2003) reports that 'measures of teacher preparation and certification are by far the strongest correlates of student's achievement. She contended that measures of teacher quality are more strongly related to student's achievement than other kinds of educational investments. According to Vermunt (2014), high quality teacher learning influences student-learning outcome as a result, teachers must undergo cognitive and metacognitive learning processes in order to achieve learning outcome in the form of changed believes about their practice or, even better change in behavior. From Vermunt's point of view a business education lecturer need to possess certain set of knowledge and skills to understand how a business education programme is operated. Commenting on this, Offorma (2010), opined that academically qualified lecturers have shown the tendency to succeed more than their non-qualified counterparts. The implication of this is that we have more lecturers in business education programme who lack the methodological, subject matter content, evaluation competence and skills teaching in our tertiary institutions. Adesina in Chukwuma (2012), noted that teacher's qualification can reflect on lesson delivery and overall performance of students.



How resources are being managed in schools have also been revealed by this study, As indicated in table 3, various basis for the management of all the non-human resources were shown. Each of the items listed had a percentage score of 50% and above, library has 93.58%. The reason for the high percentage score for the library could be the fact that without building up and equipping a good library and as well as managing it with resourceful materials for reading, it could be difficult for students to achieve their aim of specialized skill in business education. Classroom and lecturers attracted 66.05% and 66.06% each. This may be an indication that facilities in the classroom has to be properly managed and since lecturers interacts more with the students and classroom they have a role in ensuring that resources in classrooms are properly managed for proper instructional delivery. Flexible use of space attracted 91.74%. This is an indication that space use should be flexible to allow for proper utilization and to avoid wastage in our school system. Management ranked 6<sup>th</sup> with 89.91% which is an indication that the authorities of our school system are key elements in resources management. They need to adopt measures of ensuring that resources provided are properly managed for achievement of educational goals. Record keeping, laboratory and tools storage system with 97.25%, 95.42% and 73.39% respectively is an indication that business education resource cannot be properly managed if there are no good records which must be properly kept. Also the laboratory and all the tools and facilities need to be properly managed for achievement of business education objectives. 73.33% recorded for storage system is an indication that for resource to be properly managed there must be proper storage system. Repairs and servicing had the least with 50.46%. Even though the percentage rate is within the acceptable limit, it goes to show however that most of the facilities for teaching business Education courses are not regularly serviced and this could impact on effective instructional delivery of business education courses in tertiary institutions. The importance of fund in managing non-human resources can be observed by the 100% recorded for fund. This evidently shows that funds are the basis of non-human resource management in vocational business education. There must be fund which has to be raised and turned into material resources as well as used for maintenance of all other resources including human resources. Fund apparently is the basis for successful resources management. Repairs and maintenances are also hinged on fund.



## **Conclusion**

Business education programmes in schools are established and managed basically for achievement of certain stated goals and objectives. These objectives cannot be achieved without putting in place mechanisms towards achievement of that goal. Many schools have limited physical resources to support learning in business education, however a proper maintenance of available resources could enhance learning. School management need to adopt a wider perception of educational resources maintenance to be able to enrich the teaching and learning experience of lecturers and students. Business education programmes can therefore be effective only when both human and non-human resources are rightly provided and properly harnessed. This paper concludes that there should be adequate provision of resources, maximum utilization and appropriate management of business education available resources to avoid wastages and improve teaching and learning. When facilities are provided and properly managed and maintained in excellent condition, a complete sound business education programme can be achieved.

## **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are made;

1. Lecturers without relevant certificates should be encouraged to take up programmes that will qualify them to meet the requisite standard of teacher quality required for teaching business education courses.
2. Government should make available those non-human resources that are lacking in schools.
3. Administrative heads and lecturers should evolve effective means of managing school resources to enable school have a conducive physical environment which will enhance teaching and learning process.
4. Schools should endeavor to be flexible in its facility planning. This will encourage space sharing, thereby increasing utilization and reduction of wastages.



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## **AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL MATERIALS FOR TEACHING OFFICE SKILLS IN BUSINESS STUDIES AT THE SECONDARY SCHOOL LEVEL IN DELTA STATE, NIGERIA**

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### **Abstract**

*The study examined the availability and adequacy of instructional materials for teaching office skills in business studies at the secondary school level in Delta State. A survey research design was adopted for the study. Five hundred and ninety-five Business studies teachers in secondary schools in Delta State made up the population for the study. Using the stratified random sampling technique, 119 Business studies teachers were sampled for the study. Two research questions and two hypotheses guided the study. A checklist titled: "Availability and Adequacy of Instructional Materials for Teaching Office Skills (AAIMTOS)" was used for data collection. Data collected were analyzed using frequency and simple percentages to answer the research questions and z-test statistics for testing the hypotheses at 0.05 level of significance. The result of the findings revealed that eight out of the ten identified instructional materials were neither available nor adequate for the teaching of office skills in business studies at the secondary school's level in Delta State. Based on the findings, the study recommended that, the government, school administrators and other stakeholders in secondary education should make provision for adequate instructional materials for teaching office skills in business studies in secondary schools in Delta State.*

**Keywords:** Availability, Adequacy, Teaching, Instructional materials, Office skills

### **Introduction**

The teaching of office skills provides the learner with the knowledge, attitude and understanding to function effectively in business organizations. It creates in the learner the competency, willingness and ability to seek out employment opportunities (Ikegwuani, 2015). This shows that teaching office skills is a means of acquiring the knowledge of office activities. The process of teaching office skills enables students to acquire the knowledge, understanding and the ability to use the different office machines. The teaching of office skills also stimulates the interest of the learners in taking advantage of opportunities available to them in the business world. For the teaching and learning of office skills to be effective, it requires the use of instructional materials.



Instructional materials are tools for supporting teaching and learning. They are facilities used by the teacher to aid teaching. It helps the teacher in disseminating information to the students. Instructional materials enable the learner to get better understanding of the lesson. According to Janovsky (2013), instructional materials are resources designed to assist the teacher to transmit knowledge to the students. Iyunade (2014), noted that instructional materials facilitate teaching and learning, and directs teaching activities towards achieving set objectives. He further stated that learning is more interesting when instructional materials are utilized in instruction delivery. Hence, instructional materials are often employed in teaching office skills as it enables the teacher to demonstrate the skills in practical terms. The use of instructional materials in teaching and learning is indispensable in capturing the interest of the learners. It also enables the students to familiarize themselves with the facilities/equipment needed to perform office jobs effectively. The instructional materials in the classroom are used to teach the students the skills of handling the various machines and they are of great importance as it gives students first hand information on how to use the machines. Kemenanaebi (2017) posited that the usefulness of instructional materials lie in their potential to facilitate students' learning. A study by Onyesom and Okolocha (2013) revealed that the decline in students' achievement in learning is to a large extent connected to the poor instructional materials available for teaching and learning. This implies that the use of instructional materials in teaching and learning is an important aspect of resources input. Asogwa, Onu and Egbo (2013), added that the use of instructional materials facilitates the achievement of the objectives of teaching and learning. Therefore, instructional materials are required to be available in adequate quantity and quality at the teachers' disposal.

Availability is a condition whereby something is accessible or reachable. Availability according to Hornby (2010) is a thing that can be obtained for use that is, something one can lay hands on or that which one can get. When it becomes possible for a teacher to lay hands on instructional materials needed to back up instructional delivery, then, it is said to be available. Availability in this sense, therefore, means that the facilities that are required for teaching office skills in business studies at the secondary school's level in Delta State can conveniently be reached by the teachers. Availability of instructional materials results in getting the actual facilities required in teaching. It enables the learners to see, feel and touch the objects involved in the learning process. Availability of instructional materials increases the learner's chances of grasping the ideas, concepts and facts, thereby stimulating them to learn more. According to Mba in Iyunade (2014), the sight of the instructional materials will attract the attention and the interest of the learners and make them inquisitive to find out the purpose for which the instructional materials are made available.

Unfortunately, Kulo and Agbogo (2016) posited that the required instructional materials for teaching skilled subjects are unavailable in most secondary schools in Nigerian, Delta State inclusive. Enyekit and Enyekit (2015) observed that the instructional materials and equipment needed to impart the right skills and knowledge to the students are inadequate in most schools in Nigeria. Similarly, Okafor (2011) noted that ICT facilities are absent in most secondary schools in Imo State.

Adequacy means something that is satisfactory in terms of meeting its expectations and demands. Adequacy as defined by Hornby (2010) is something that is considered satisfactory in quantity and quality wise. When the instructional materials needed for teaching a particular subject can measure up to the expectations of the students in terms of quantity and quality, it is said to be adequate. In other words, the number of learners compared to the instructional materials available to them, determines the adequacy of the instructional materials. When the number or quantity of instructional materials available cannot equate the number of students it is meant to serve, it is said to be inadequate. Adequacy in this study



means when the instructional materials available for teaching office skills are available in enough quantity and quality when compared to the students' population. The instructional materials needed for the teaching of office skills should be available in enough quantity and able to give the value for which it is meant for in order to achieve the goals of office skills education.

Acquisition of skills requires adequate instructional materials for effective teaching and learning because students will be actively involved in the activities as the process makes them to interact with the learning materials. However, Aliyu (2014) noted that there was a short fall in the available instructional materials for teaching and learning in Nigerian secondary schools. Okoli and Okorie (2015) stated that the facilities for teaching business studies are inadequate in secondary schools in Ebonyi State. According to Nwankwo, Nwogbo, Okorji and Egboka (2015), the efforts put into teaching by the teacher may be meaningless in achieving the objectives of education, if facilities are not adequately available to them. To ensure the effective teaching and learning of office skills, there should be adequate provision of instructional materials. Therefore, students should be taught using the relevant functional instructional materials (office machines) in the classroom to prepare them for the world of work.

### **Statement of the Problem**

Secondary schools may lack facilities, equipment and instructional materials for teaching office skills. Ogbu (2017) remarked that educational facilities and instructional materials were poorly provided by government and private sectors players towards the development of secondary schools. The relevant instructional materials for teaching office skills in business studies as prescribed by the new secondary school's curriculum such as computer, slide projector, accounting machine, addressing machine, calculating machine, fax machine, recording machine, letter-opening machine, punch-card/perforating machine, spiral binding machine, laminating machine, amongst others, may not be readily available in schools. Kulo and Agbogo (2016) posited that the required instructional materials for teaching skilled subjects were unavailable in most secondary schools in Nigeria. This situation holds true for skilled subjects in secondary schools in Delta State. There is therefore the need to ascertain the availability and adequacy of instructional materials for teaching office skills in secondary schools in Delta State.

### **Research Questions**

The following research questions guided the study:

1. What are the instructional materials available for teaching office skills in secondary schools in Delta State?
2. How adequate are the available instructional materials for teaching office skills in secondary schools in Delta State?

### **Hypotheses**

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

1. There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the availability of instructional materials for the teaching of office skills in secondary schools in Delta State.
2. There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the adequacy of the available instructional materials for the teaching of office skills in secondary schools in Delta State.



## Methods

This study is a survey research design. The study was carried out in public secondary schools in Delta State. The study population comprised of 595 Business studies teachers in both senior and junior secondary schools in Delta State. Using stratified random sampling technique based on urban and rural secondary schools in Delta State, a sample size of 119 business studies teachers was obtained representing 20% of the study population. The data for the study were collected using a Checklist titled: "Availability and Adequacy of Instructional Materials for Teaching Office Skills (AAIMTOS)". The checklist was made up of two clusters (cluster A and B). Cluster A ascertained the instructional materials available for the teaching of office skills in secondary schools in Delta State, with a rating scale of Available (A) and Not Available (NA). Cluster B determined the adequacy of the available instructional materials for the teaching of office skills in secondary schools in Delta State, with a rating scale of Adequate and Not Adequate. The researchers with the help of three research assistants, who were briefed on the purpose of the study and methods of administration of the instrument, distributed the checklist to the respondents.

A total of 119 copies of the checklist were distributed to the respondents and 112 were retrieved, representing 94.1% rate of return. Data collected were analyzed using frequency and simple percentages to answer the research questions, while z-test statistics were used to test the hypotheses at 0.05 level of significance. A benchmark was preset at 50% thus, any item with 49% and below was regarded as "not available" and "not adequate", while items with 50% and above were considered as "available" and "adequate". The null hypotheses of no significance difference were accepted when the z-calculated value (z-cal.) was greater than the z-table value (z-crit.). On the other hand, the null hypotheses were rejected when the z-calculated value was less than the z-table value.

## Results

### Research question one

What are the instructional materials available for teaching office skills in business studies in secondary schools in Delta State?

**Table 1: Frequency and Percentage Distribution of Availability of Instructional Materials for the Teaching of Office skills in Secondary Schools in Delta State**

SN	Item Statements	Available		Not Available		Rmks
		Freq	%	Freq	%	
1	Computer.	54	48.2	58	51.8	NA
2	Computer printer.	50	44.6	62	55.4	NA
3	Accounting machine.	41	36.6	71	63.4	NA
4	Recording machine.	49	43.8	63	56.3	NA
5	Perforating machine.	81	72.3	31	27.7	A
6	Fax machine.	14	12.5	98	87.5	NA
7	Spiral binding machine.	59	52.7	53	47.3	A
8	Laminating machine.	50	44.6	62	55.4	NA
9	Shredding machine.	42	37.5	70	62.5	NA
10	Addressing machine.	49	43.8	63	56.3	NA



11	Guillotine machine.	53	46.1	59	53.9	NA
12	Calculating machine.	60	52.9	52	47.1	A
13	Photocopying machine	53	46.1	59	53.9	NA
14	Overhead projector	42	37.5	70	62.5	NA
15	Scanning machine	54	48.2	58	51.8	NA

Note: n = 112, A = Available; NA = Not Available; Benchmark = 50%

Table 1 reveals that the percentage ratings of the availability of perforating machine, spiral binding machine and calculating machine were 72.3, 52.7 and 52.9 respectively. The percentage ratings of the three instructional materials were above the benchmark of 50% which indicates that the three are available for teaching office skills in secondary schools in Delta State. On the other hand, the percentage ratings of computer, computer printer, accounting machine, recording machine, fax machine, laminating machine, shredding machine, addressing machine, guillotine machine, photocopying machine, overhead projector and scanning machine range from (12.5% to 48.2%) were all less than the benchmark of 50%. This implied that these instructional materials were not available for teaching office skills in secondary schools in Delta State.

#### Research Question Two

How adequate are the available instructional materials for teaching office skills in secondary schools in Delta State?

**Table 2: Frequency and Percentage Distribution of Adequacy of Instructional Materials for the Teaching of Office skills in Secondary Schools in Delta State**

SN	Item Statements	Adequate		Not Adequate		Rmk
		Freq	%	Freq	%	
1	Computer.	42	37.5	70	62.5	NA
2	Computer printer.	47	42.0	65	58.0	NA
3	Accounting machine.	41	36.6	71	63.4	NA
4	Recording machine.	52	46.6	60	53.6	NA
5	Perforating machine.	53	47.3	59	52.7	NA
6	Fax machine.	18	16.1	94	83.9	NA
7	Spiral binding machine.	65	58.0	47	42.0	A
8	Laminating machine.	52	46.4	60	53.6	NA
9	Shredding machine.	45	40.2	67	59.8	NA
10	Addressing machine.	50	44.6	62	55.4	NA
11	Guillotine machine.	47	42.0	65	58.0	NA
12	Calculating machine.	42	37.5	70	62.5	NA
13	Photocopying machine	52	46.4	60	53.6	NA
14	Overhead projector	53	47.3	59	52.7	NA
15	Scanning machine	18	16.1	94	83.9	NA

Note: n = 112, A = Adequate; NA = Not Adequate; Benchmark = 50%

Table 2 reveals that the percentage rating of the adequacy of spiral binding machine was 58% which is above the benchmark of 50% indicating that spiral binding machines for teaching office skills are adequate in secondary schools in Delta State. On the other hand, the



percentage ratings of the computer, computer printer, accounting machine, recording machine, perforating machine, fax machine, laminating machine, shredding machine, addressing machine, guillotine machine, calculating machine, photocopying machine, overhead projector and scanning machine range from (16.1% to 37.5%) were all less than the benchmark of 50% which indicated that these instructional materials for teaching office skills were not adequate in secondary schools in Delta State.

### Hypothesis one

There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the availability of instructional materials for the teaching of office skills in secondary schools in Delta State.

**Table 3: z-test Statistics of the Mean Ratings of the Responses of Business Studies Teachers in Urban and Rural Secondary Schools on the Availability of Instructional Materials for the Teaching of Office skills in Secondary Schools in Delta State**

SN	Item Statements	$\bar{X}$	SD	$\bar{X}$	SD	Sig. p-value	Rmk
1	Computer.	0.66	0.47	0.23	0.42	0.00	S*
2	Computer printer	0.60	0.45	0.16	0.24	0.00	S*
3	Accounting machine.	0.61	0.49	0.02	0.14	0.00	S*
4	Recording machine.	0.55	0.50	0.27	0.45	0.02	S*
5	Perforating machine.	0.75	0.43	0.68	0.47	0.39	NS
6	Fax machine.	0.10	0.40	0.12	0.14	0.30	NS
7	Spiral binding machine.	0.63	0.48	0.31	0.47	0.01	S*
8	Laminating machine.	0.47	0.45	0.48	0.47	0.50	NS
9	Shredding machine.	0.49	0.50	0.21	0.41	0.00	S*
10	Addressing machine.	0.60	0.45	0.16	0.24	0.00	S*
11	Guillotine machine.	0.47	0.50	0.51	0.50	0.72	NS*
12	Calculating machine.	0.66	0.47	0.23	0.42	0.00	S*
13	Photocopying machine	0.63	0.48	0.31	0.47	0.01	S*
14	Overhead projector	0.55	0.50	0.27	0.45	0.02	S*
15	Scanning machine	0.49	0.50	0.21	0.41	0.00	S*

**Note:** Level of Sig. = 0.05; NS = Not Significant; S\* = Significant, Urban (n=65), Rural (n=47)

Table 3 reveals that the p-values of items five, six, eight and 11 were 0.39, 0.30, 0.50 and 0.72 respectively, which were all greater than the 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the availability of the four instructional materials for teaching office skills in secondary schools in Delta State. Thus, the hypothesis of no significant difference is accepted on the four items in the table. On the other hand, the p-values of the remaining items in the table, specifically items one, two, three, four, seven, nine, 10, 12, 13, 14 and 15 were all less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the availability of the 11 instructional materials for teaching office skills in secondary schools in Delta State. Hence, the null hypothesis was rejected on the 11 items in the table.



### Hypothesis Two

There is no significant difference in the mean responses of Business studies teachers in urban and rural secondary schools on the adequacy of instructional materials for the teaching of office skills in secondary schools in Delta State.

**Table 4: z-test Statistics of the Mean Ratings of the Responses of Business Studies Teachers in Urban and Rural Secondary Schools on the Adequacy of Instructional Materials for Teaching Office skills in Secondary Schools in Delta State**

SN	Item Statements	$\bar{X}$	SD	$\bar{X}$	SD	Sig. p-value	Rmk
1	Computer.	0.69	0.36	0.34	0.47	0.00	S*
2	Computer printer.	0.52	0.45	0.26	0.24	0.00	S*
3	Accounting machine.	0.66	0.57	0.06	0.24	0.00	S*
4	Recording machine.	0.72	0.65	0.38	0.49	0.00	S*
5	Perforating machine.	0.61	0.59	0.59	0.49	0.83	NS
6	Fax machine.	0.16	0.64	0.12	0.14	0.44	NS
7	Spiral binding machine.	0.78	0.31	0.29	0.56	0.01	S*
8	Laminating machine.	0.56	0.34	0.44	0.44	0.32	NS
9	Shredding machine.	0.45	0.50	0.29	0.39	0.00	S*
10	Addressing machine.	0.52	0.45	0.26	0.24	0.00	S*
11	Guillotine machine.	0.40	0.49	0.44	0.50	0.62	NS*
12	Calculating machine.	0.69	0.36	0.34	0.47	0.00	S*
13	Photocopying machine	0.72	0.65	0.38	0.49	0.00	S*
14	Overhead projector	0.45	0.50	0.29	0.39	0.00	S*
15	Scanning machine	0.78	0.31	0.29	0.56	0.01	S*

**Note:** Level of Sig. = 0.05; NS = Not Significant; S\* = Significant, Urban (n=65), Rural (n=47)

Table 4 reveals that the p-values of items five, six, eight and 11 were 0.83, 0.44, 0.32 and 0.62 respectively which were all greater than 0.05 level of significance. This implied that there were no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the adequacy of the four instructional materials for teaching office skills in secondary schools in Delta State. Hence, the hypothesis of no significant difference is accepted on the four items in the table. On the other hand, the p-values of the remaining 11 items in the table, specifically items one, two, three, four, seven, nine, 10, 12, 13, 14 and 15 were all less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the adequacy of the 11 instructional materials for teaching office skills in secondary schools in Delta State. Hence, the null hypothesis was rejected on the 11 items in the table.

### Discussion of Major Findings

Research question one found that only three out of the 15 identified instructional materials were available for teaching office skills in secondary schools in Delta State while the remaining 12 instructional materials were not available. This findings is similar to that of Kulo and Agbogo (2016) which found that the required instructional materials were absent in most secondary schools in Delta State. The result of this study is also in line with that of Enyekit and Enyekit (2015) which found that most of the Nigerian secondary schools do not have the required instructional materials and equipment for the teaching of skilled subjects.



There is no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the availability of four out of the 15 identified instructional materials for teaching office skills in secondary schools in Delta State, whereas, there were significant differences in their mean ratings on the remaining 11 items. This study is similar to that of Okafor (2011) on availability of ICT facilities in schools, which found a significant difference in the mean ratings of urban and rural schools in Imo State.

Research question two found that only spiral binding machine out of the 15 identified instructional materials was adequate for teaching office skills in secondary schools in Delta State while the remaining 14 instructional materials were inadequate. The findings of this study is similar to that of Nwankwo, Nwogbo, Okorji and Egboka (2015) which carried out a study on adequacy of learning facilities for implementing entrepreneurship education programme and found that greater percentage of the learning facilities were available but inadequate in secondary schools in Anambra State.

There are no significant differences in the mean ratings of the responses of Business studies teachers in urban and rural areas on the adequacy of the four out of the 15 identified instructional materials for teaching office skills in secondary schools in Delta State, whereas, there were significant differences in their mean ratings on the remaining 11 items. The findings of this study on the hypothesis tested disagreed with that of Okoli and Okorie (2015) which found that there was no significance difference between the adequacy of business studies curriculum textbook provision in urban and rural junior secondary schools in Ebonyi State, the variation in the study area could be responsible for the difference in the two findings.

## **Conclusion**

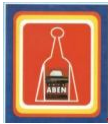
The study assessed the availability and adequacy of instructional materials for teaching of office skills in business studies at the secondary school level in Delta State. Arising from the findings, the study concluded that:

1. The required instructional materials for teaching office skills in business studies were not available in secondary schools in Delta State.
2. The available instructional materials for teaching office skills in business studies were inadequate in secondary schools in Delta State.

## **Recommendations**

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

1. The State government should make provision for the required instructional materials for the teaching and learning of office skills in business studies at the secondary school's level in the State.
2. The government and school administrators should ensure that the available instructional materials are adequate for teaching office skills in business studies at the secondary school's level in Delta State.



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## **LEVEL OF UTILIZATION OF TOTAL QUALITY MANAGEMENT PRINCIPLES IN BUSINESS OPERATIONS BY ENTREPRENEURS IN OYO STATE**

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### **Abstract**

*This study determined the level of utilization of total quality management principles in business operations by entrepreneurs in Oyo State. Four research questions guided the study. The population of the study comprised 3,659 managers of small and medium scale enterprises in Oyo State who are registered with the State Ministry of Commerce, Industry and Technology. The sample of this study comprised 783 small and medium scale enterprises operators drawn through proportionate stratified sampling technique. Instrument for data collection in this study will be a structured questionnaire titled "Questionnaire on Entrepreneurs Level of Utilization of Total Quality Management Principles (QEUTQMP)" and was validated by two experts. The instrument was structured on a Four (4) point rating scale of Very High Level (3.50-4.00), High Level (2.50-3.49), Low Level (1.50-2.49), Very Low Level (1.00-1.49). The reliability of the instrument was computed using Cronbach Alpha and yielded a co-efficient of 0.78, the instrument was therefore deemed reliable for the study. In collecting data, the researchers trained three research assistants and adopted direct approach in administering the questionnaires to the respondents. Arithmetic mean and standard deviation were used to answer the research questions. The findings of this study revealed among others that small and medium scale enterprise entrepreneurs utilized benchmarking, strategic planning and training principles in their business operations to a low level. The findings also revealed that small and medium scale enterprise entrepreneurs' utilized teamwork principles in their business operations to a high level. Based on the findings, it was recommended among others the National Association for Small and Medium Scale Entrepreneurs (NASME) should organize conferences and workshops for her members so as to educate them on the needs for utilizing benchmarking principles in their business operations.*

### **Introduction**

Small and medium enterprises (SMEs) are recognized as important engines of growth and development in both developed and developing countries of the world due to the role they play in generating employment, stimulating growth and creating social cohesion. SMEs are a major part of the industrial economies and play a unique role in most country's industrial



development. Their flexibility and quick adaptability to change make SMEs essential instruments capable of responding to the increasing globalization of businesses.

According to the Organization for Economic Co-operation and Development (OECD) (2012), small and medium enterprises account for 60 to 70 per cent of jobs. They also account for a disproportionately large share of new jobs. In the United States of America, SMEs employ 50% of the workforce and generate more than half of the nation's Gross Domestic Products (Ohachosim, Onwuchekwa & Ifeanyi, 2012). In Nigeria, SMEs make up about 97% of businesses and provide on the average 50% of Nigeria's employment, and its industrial output (Yusuf & Dansu, 2013). This information is a representation of the case in Oyo State where the people are known for their love for trading and entrepreneurship. This is evident in the presence of large number of small and medium scale enterprises in the State.

SMEs help to promote industrial development through the utilization of local resources, production of intermediate goods and the transformation of rural technology. Their flexibility, dynamic adaptation to changing market conditions, and ability to respond to technological innovations make them significant systems for technology acquisition and transfer. This is why the development strategies of many governments now factor in that particular attention must be paid to the SME sector as a prerequisite for long term social and technological progress. However, despite the quintessential roles of SMEs to economic development, SMEs in Nigeria in general and Oyo State in particular, they are still performing below expectation.

Poor management capabilities have been identified by Monday, Argozie, Bello and Unam (2015) as key factor impinging SME competitiveness in Nigeria. In the same vein, Agboola (2013) opined that some of the problems faced by SMEs could be attributed to numerous quality problems like poor product quality, poor business services, lack of top management commitment, poor leadership and lack of customer focus. The consequence is low business expansion, and high mortality rate which in most cases lead to workers retrenchment, unemployment and inability to remain competitive in the market. The survivability of SMEs depends on their ability to remain competitive. For SMEs to remain competitive, quality is a core competitive priority for any organization to meet its short and long-range plan. Ensuring quality of business products is an important way of maintaining profitability in business. According to Agboola (2013) when a business entrenches the principles of total quality management the business thrives and remains competitive.

Total Quality Management (TQM) plays a very significant role in boosting the competitiveness of SMEs by improving the quality of products and services that they offer. It emphasizes a commitment by management to have a company-wide drive toward excellence in all aspects of products and services that are important to the customer (Sullivan in Monday, Argozie, Bello & Unam, 2015). According to Israr and Gangele (2014), TQM is a management philosophy, a paradigm, a continuous improvement approach to doing business through a new management model. The TQM philosophy evolved from the continuous improvement philosophy with a focus on quality as the main dimension of business. TQM emphasize on the quality of the product or service predominates. TQM is a philosophy which prioritizes an overall commitment to the satisfaction of customers' needs and, thus, it is regarded as being capable of sustaining the development of a competitive strategy that aligns a firm with its various publics. TQM is a people-oriented, customer-focused, measurement-driven management philosophy, using structured and well-organized operating methodology. These definitions identify four basic elements of TQM as benchmarking, strategic planning, employee training



and team work. This study will determine entrepreneurs' level of utilization of total quality management principles.

Benchmarking is another important principle of TQM expected of SMEs. According to Morling and Tanner (2010), benchmarking is a positive, proactive process to change operations in an institution in a structured fashion to achieve superior performance. Wainwright, Green, Mitchel and Yarrow (2015) noted that much of the first part of the TQM journey was about raising awareness and recognizing problems and opportunities, while the second part utilized benchmarking to optimize operations through finding and implementing better practices.

Strategic planning is a TQM principle that is essential to the growth of SMEs in Nigeria. Strategic planning implies an attempt to alter a company's strength relative to that of its competitors in the most efficient and effective way (Ekiz, Ozgurer & Sian, 2015). Strategic planning focuses on the direction of the organization and actions necessary to improve its performance. It is the process by which firms derive a strategy to enable them to anticipate and respond to the changing dynamic environment in which they operate (Dean & Terziovski, 2011). Strategic planning thus provides the focus for TQM implementation.

Employee training is a crucial TQM principle that helps to promote SMEs' profitability and productivity. Training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles. According to Ongori and Nzonzo (2011), training and development of employees is crucial in organizations in this era of competition, especially in SMEs, due to the fact that organizations need to service, cultivate and progress in their markets.

The last fundamental principle is teamwork. Team work involves members of the staff working together to achieve the goals of the enterprise. Teamwork can unite the entire employees to achieve business goals. In terms of physical labour, teamwork is important to the TQM process as it builds self-confidence, improves communication and breaks the bonds of dependency on the business enterprise (Ekiz, et al., 2015). TQM organizations discover the benefits of having effective teams at all levels.

Therefore, it becomes pertinent that entrepreneurs apply TQM in the management of their business enterprises. Entrepreneurs are people who have the ability to see and evaluate business opportunities, put together the necessary resources to take advantage of them and to initiate appropriate actions to ensure success. The entrepreneurs employ and contract the managers to oversee the running of their businesses. Agada (2014) defined an entrepreneur as a person who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate actions to ensure success. Thus, entrepreneurs are expected to be in charge of the utilization of the TQM principles in their business enterprises because the utilization of TQM in organizations according to Pineda (2013) leads to the success of such organizations. To many of the SMEs, the utilization of TQM remains a question. It therefore becomes imperative to empirically investigate the level of utilization of TQM principles in business operations by entrepreneurs in Oyo State.

### **Statement of the Problem**

In Oyo State, the SME sector's contribution seems to have fallen short of its potential due largely to lack of effective quality management and coordinated effort to support SME's operations. Some SMEs operators in the State seem to struggle to operate, manage and



improve their businesses efficiently in order to consistently deliver quality products and services on time. These SMEs operators appear to have failed to adopt TQM principles in their businesses and this seem to have affected the level of the business competitiveness. Field observation done by the researchers revealed that some of the SMEs do not engage employees in training programmes that help to update their knowledge of the organizational activities. It was also discovered that some SMEs do not have business strategic plan in their businesses. This seems to have led to cases of financial misappropriation of business funds and problems related to investment in low profit yielding businesses. This situation has led to business failures and wind-up. It is against this background that the researcher empirically investigated entrepreneurs' level of utilization of total quality management principles in their business operations in Oyo State. The following research questions were raised for the study:

1. What is the level of utilization of benchmarking principles in business operations by entrepreneurs in Oyo State?
2. What is the level of utilization of strategic planning principles in business operations by entrepreneurs in Oyo State?
3. What is the level of utilization of employee training principles in business operations by entrepreneurs in Oyo State?
4. What is the level of utilization of teamwork principles in business operations by entrepreneurs in Oyo State?

## **Method**

The design adopted for this study was the descriptive survey design. The study was carried out in Oyo State. The population of the study comprised 3,659 managers of small and medium scale enterprises in Oyo State who are registered with the State Ministry of Commerce, Industry and Technology. The sample of this study comprised 783 small and medium scale enterprise operators drawn through proportionate stratified sampling technique. Instrument for data collection in this study was structured questionnaire titled "Questionnaire on Entrepreneurs Level of Utilization of Total Quality Management Principles (QEUTQMP)" and was validated by two experts. The instrument was structured on a Four (4) point rating scale of Very High Level (3.50-4.00), High Level (2.50-3.49), Low Level (1.50-2.49), Very Low Level (1.00-1.49). The reliability of the instrument was computed using Cronbach Alpha and yielded a co-efficient of 0.78. Arithmetic mean and standard deviation was used to answer the research questions.

## **PRESENTATION OF RESULTS**

**Table 1: Mean ratings on the level of utilization of benchmarking principles in business operations by entrepreneurs in Oyo State**

<b>S/N</b>	<b>Benchmarking Principles</b>	<b>X</b>	<b>SD</b>	<b>Remarks</b>
1	Identifying SMEs that adopt best management in your area of business	2.20	0.68	Low Level
2	Visiting business sites of competing enterprises to study mode of operations	2.01	0.71	Low Level
3	Eliciting information from employees of competing enterprises on management innovations at their place of work	1.98	0.70	Low Level



4	Putting a benchmarking standard in place	2.11	0.72	Low Level
5	Reviewing current technologies relevant to business progress	2.09	0.69	Low Level
6	Using forecasting techniques relevant to business progress	2.44	0.88	Low Level
<b>Cluster Mean</b>		<b>2.13</b>		<b>Low level</b>

The result presented in Table 1 revealed that there is a low level of utilization of benchmarking principles by small and medium scale enterprise operators in Oyo State.

**Table 2: Mean ratings on the level of utilization of benchmarking principles in business operations by entrepreneurs in Oyo State**

S/N	Strategic planning principles	X	SD	Remarks
7	Having clearly defined mission statement	2.34	0.72	Low level
8	having vision statement	2.16	0.76	Low level
9	Identifying the firm's resources	2.90	0.80	High level
10	Classifying the firm's resources	2.43	0.76	Low level
11	Appraising profit generating potentials of the firm's resources	2.65	0.77	High level
12	Selecting strategy which best exploits the firm resources and capabilities	2.03	0.61	Low level
13	Ensuring that the business strategy plan is progressively evacuated	2.16	0.76	Low level
<b>Cluster Mean</b>		<b>2.38</b>		<b>Low Level</b>

The result presented in Table 2 revealed that there is a low level of utilization of strategic planning principles in business operations by entrepreneurs in Oyo State.

**Table 3: Mean ratings on the level of utilization of employee training principles in business operations by entrepreneurs in Oyo State**

S/N	Employee training principles	X	SD	Remarks
14	Sponsoring employees for further training	2.40	0.75	Low level
15	Ensuring that new employees are properly oriented on the firm's culture and goals	2.09	0.88	Low level
16	Regularly organizing staff seminars to train employees on current trends in the firm's operation	2.18	0.77	Low level



17	Sponsoring employees to professional conferences to improve their skills	2.00	0.76	Low level
18	Regularly organizing workshops to expose employees to best practices	2.11	0.81	Low level
19	Organizing refresher course for employees	2.44	0.84	Low level
20	Implementing mentoring programmes for new employees	2.09	0.71	Low level
<b>Cluster Mean</b>		<b>2.19</b>		<b>Low Level</b>

Result shown in Table 3 indicated that there is a low level of utilization of employee training principles in business operations by entrepreneurs in Oyo State.

**Research Question 4:** What is the level of utilization of teamwork principles in business operations by entrepreneurs in Oyo State?

**Table 4: Mean ratings on the level of utilization of teamwork principles in business operations by entrepreneurs in Oyo State**

S/N	Teamwork principles	X	SD	Remarks
21	Collaboratively carrying out business tasks with staff	2.45	0.81	Low level
22	Encouraging cooperation among staff to get jobs done	3.64	0.69	High Level
23	Encouraging team spirit among staff	3.74	0.61	High Level
24	Ensuring good working relationship between senior and junior staff	3.56	0.59	High Level
25	Encouraging peer evaluation among employees	2.09	0.88	Low Level
26	Placing staff in teams so as to develop ideas for the business development plans	2.94	0.79	High Level
<b>Cluster Mean</b>		<b>3.07</b>		<b>High Level</b>

Data in Table 4 showed that there is a high level of utilization of teamwork principles in business operations by entrepreneurs in Oyo State.

### **Discussion of Major Findings**

Findings in research question one indicated that there is a low level of utilization of benchmarking principles by small and medium scale enterprise operators in Oyo State. This finding is in agreement with the findings of Wahab and Rahim (2013) who found that SMEs in Malaysia had below 50% benchmark in specific areas of business operations which include



production, operations management, marketing, information and communication technology application, finance and management.

Findings in research question two indicated that there is low level of utilization of strategic planning principles in business operations by entrepreneurs in Oyo State. This finding may have resulted because of lack of awareness on the part of small and medium scale entrepreneurs on the need to utilize strategic planning in their business operations. This is in agreement with the findings of Majama and Magang (2017) who stated that SME operators do not strategically plan their business operations that most SME owner/managers had limited knowledge in the area of strategic planning.

Findings in research question three indicated that there is a low level of utilization of employee training principles in business operations by entrepreneurs in Oyo State. This finding may have resulted because of poor emphasis on employee training by operators of small and medium scale enterprises. Also the task for ensuring employee training has been given little attention by small and medium scale entrepreneurs. This is in agreement with Hasan (2016) who noted that most small business do not invest in the training of their employees.

Findings in research question four indicated that there is a high level of utilization of teamwork principles in business operations by entrepreneurs in Oyo State. This finding does not signify adequate utilization of teamwork principles in their business operations. This finding is in line with Musriha (2013) who found that team work is an integral principle that is adopted by employees in Clove Cigarette factories. However, this finding is not in line with Ejionueme and Oyoyo (2015) who reported that teamwork is applied to a high level in secondary school administration.

## **Recommendations**

Based on the findings of this study, the researcher proffers the following recommendations:

1. The National Association for Small and Medium Scale Entrepreneurs (NASME) should organize conferences and workshops of her members so as to educate them on the needs for utilizing benchmarking principles in their business operations.
2. Operators of SMEs should improve their knowledge of strategic planning principles in business operations. They can do this by reading business books and journals on effective strategic planning techniques for business operation.
3. Operators of SMEs should endeavour to invest in the training of their employees on current trends in their line of business. The business operators can further consult with experts to determine the best training programme that best suits their business size.
4. Operators of SMEs should as a business rule encourage employees to work in teams. This can be done by assigning duties to employees in groups.

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## **EXTENT OF PROVISION OF IN-SERVICE TRAINING PROGRAMMES FOR IMPROVING THE PROFESSIONAL DEVELOPMENT OF BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN DELTA STATE**

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### **Abstract**

*This study ascertained the extent of provision of in-service training programmes for improving the professional development of business educators in tertiary institutions in Delta State. Two research questions were raised and two null hypotheses were tested. Descriptive survey design was adopted. The research population comprised one hundred and twenty-four (124) business educators in the four public-owned colleges of education and one university offering business education programme in Delta State. A sample size of 69 respondents was selected for the study using convenient sampling technique as a result of the Coronavirus pandemic. A four point rating scale questionnaire containing 15 items was used for data collection. Cronbach Alpha method was used to establish the reliability of the instrument which yielded coefficients of 0.74 and 0.81 for the different clusters with an overall coefficient of 0.78. The researcher administered the instrument with the help of five research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity or otherwise of the respondents' while analysis of variance was used to test the hypotheses at 0.05 level of significance using SPSS 23.0. Findings of the study revealed that teacher's professional knowledge component of in-service training programme was provided to a low extent and instructional applications of ICT component were provided to a very low extent. The study also discovered that business educators do not differ significantly in their mean ratings on the extent of provision of teacher's professional knowledge and instructional applications of ICT components of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience. The study concluded that the low provision of in-service training programme will negatively affect business educators' professional practice and development of core pedagogical competencies required for improving the quality assurance of business education programme in tertiary institutions. It was recommended among others that, in-service training programmes should be held frequently in order to keep business educators abreast with current practices of the teaching profession to enable them provide qualitative teaching and learning experiences for their students in tertiary institutions.*

**Keywords:** *In-service training programme, professional development, teacher's professional knowledge, instructional applications of ICT*



## **Introduction**

Highly skilled professionals are product of tertiary education. Tertiary education enhances students' intellectual potentials and instill worthwhile character among them for lifelong learning and nation building (Ementa&Onokpaunu, 2019). According to the Federal Republic of Nigeria (2013), one of the goals of tertiary education is principally the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for individuals to leave in, and contribute to the development of the society. Hence, advanced and professional courses are offered in tertiary institutions to prepare students for life in the world of work upon graduation. In the faculty of education of public tertiary institutions in Nigeria, vocational and technical education is a highly specialized course of study that prepares students' with the requisite occupational requirement and awareness to succeed in the labour market. Traditionally, vocational and technical education consists of five sub-courses of learning, namely; health science education, home science education, agricultural education, technology education and business education (Kerre, 2019).

Business education is a programme of study designed for the teaching of employability skills required by business oriented students to meet the competitive needs and demands of the workplace. Adequately positioning students for the numerous pathways of the traditional landscape and electronic wired world of work describes the blueprint of business education programme in tertiary institutions. Business education as a specialized area of vocational education that provides educational training, skills, development, attitudes and adjustment towards business orientation and academic challenges (Jubril, 2010). Business education is an important part of the general education which emphasizes on skills and competency acquisition (Okoli, 2013). The instructional delivery and management of business education programme at all levels of education rest on the shoulders of business educators. Business educators are professional experts charged with the task of teaching employability skills and developing workplace attitudes and attributes among students for the world of work. Equipping students with the requisite practical business skills and workplace intelligence required by employers of labour are the topmost priority of business educators in tertiary institutions. According to Ezenwafor and Onokpaunu (2017), business educators are professionally trained teachers of business subjects who are competent in teaching the content of business education curriculum in the faculty of education in universities and colleges of education. Osuala (2004) opined that a business educator is any person who plays a critical role in making business education viable and visible in the community, plays the critical role of agent of change in business education, delivers high quality instruction in business education and is able to identify problems facing teaching and learning in the field as well as speculate solutions to such problems.

In order to help business educators keep up with the changing trends and standards of the business world, they must appreciate the importance of in-service training programmes. In-service training programmes are instructional packages designed to improve the efficiency and professionalism of teachers. Mohd (2014) averred that in-service training programme is a professional and personal educational activity designed to improve teachers' efficiency, ability, knowledge and motivation. In-service training programmes are improvement mechanisms used to promote educators work rate, eliminate differences within the professional background of educators, keep the teaching profession abreast of new knowledge, and facilitate educators to tackle responsibilities associated with the changing learning environment (Osamwonyi, 2016). In-service training programmes enable educators to acquire innovative instructional skills to provide rich learning experiences for students in the classroom. In this sense, Ekpoh, Oswald and Victoria in Mohd (2014) posited that, in-service



training programmes are organized to increase the performance levels of teachers in the course of discharging their professional duties.

In-service training programmes are deficiency corrective platforms used to bridge the gap between the practice and theory of the teaching profession. The strategic purposes of in-service training programmes include updating educators with modern and effective pedagogical strategies and equipping them with effective classroom methodologies capable of improving students' academic success. The end-point of in-service training programmes as stated by Akhter, Ali, and Nasee (2011) aimed at facilitating the professional development and capacity building of classroom teachers. Professional development is a deliberate exercise aimed at increasing the overall competence and quality of educators.

The terms, in-service training programme and professional development are often used interchangeably, but have slightly different meanings. According to the Organization for Economic Cooperation and Development (OECD) (2005), professional development signifies any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection, as well as formal courses while in-service training programme refers more specifically to identifiable learning activities in which practicing teachers participate in for their professional advancement. Specifically, Hicks, Smigiel, Wilson and Luzecky (2010) identified four major constructs of teachers' professional development; they are embedding a student-centred approach, facilitating the scholarship of teaching, initiating and building up networks and relationships, and introducing staff to institutional policies. Professional development is a recurring process instigated by changes in knowledge, beliefs, and attitudes among teachers and other education workers towards improving learning outcomes (Cooper, 2004).

Thus, in-service training programme includes all those courses and activities in which a serving teacher may participate in for the purpose of expanding his or her professional development. In their views, Gokce (2010) and Oztaskin (2010) submitted that in-service training programme improves educators' professional development in the following areas; teacher professional knowledge, school-based curriculum development, self-development, program adaptation, project-based applications, guidance on student development, development of social consciousness, communication skills and instructional applications of information and communication technologies. For the purpose of this study, teacher's professional knowledge and instructional applications of information and communication technologies components of in-service training programme are taken into cognizance.

Teacher's professional knowledge, according to Shing, Mohd and Heng (2018), is a set of knowledge that teachers put into play in the teaching of a specific school subject. Wang, Lai and Lo (2014) defined professional knowledge as a body of knowledge used in educational practice acquired through initial and continuous training, and through active participation in professional networks or working groups. This implies that, in-service training programme improves business educators' professional development by exposing them to current instructional process and assessment techniques essential. In a nutshell, when business educators failed to engage in teacher's professional knowledge, they will lack the professional readiness to handle the challenges and complexities of the teaching and learning process.

One of the challenges of today's instructional design is the introduction of instructional applications of Information and Communication Technologies (ICTs) in the school environment. The use of ICTs in education has led to the development of e-learning resources. Hence, Onokpaunu (2016) averred that the future of education is in the internet, as a lot of online universities are on the increase, making teaching and learning in the four corners of a classroom less significant. The instructional applications of ICTs refers to a



conglomerate of synchronous and asynchronous web-based instructional technologies, artificial intelligence platforms, and computer aided technologies used to facilitate the teaching and learning of subject matters. This means that business educators must embrace the use of ICTs in their instructional delivery in order to adequately prepare business education students for electronic powered workplace.

The impact of in-service training programme on teacher's professional knowledge and instructional applications of information and communication technologies goes a long in sharpening the professional and personal growth of business educators. Consequently, this growth gives business education students the competitive advantage to succeed in the workplace upon graduation. In tertiary institutions in Nigeria, in-service training programmes are usually organized in form of augural lectures, annual conferences and seminars. However, what is not known is the extent to which teacher's professional knowledge and instructional applications of information and communication technologies components of in-service training programmes are provided for business educators in tertiary institutions in Delta State.

In order to ascertain the extent of provision of in-service training programme in tertiary institutions in Delta State, the years of teaching experience of business educators are taken into consideration. In the context of this study, years of teaching experience refers to the duration of professional engagement of business educators in tertiary institutions. It is believed that the more years of service, a business educator spend in teaching, the more he or she will be able to identified the components of in-service training programme they have undergone in tertiary institutions. But this assertion needs to be supported by empirical evidence. Moreover, empirical research investigations on the provision of teacher's professional knowledge and instructional applications of ICT components of in-service training programme are readily not available in Delta State. Against this backdrop, the study sought to ascertain the extent of provision of in-service training programmes for improving the professional development of business educators in tertiary institutions in Delta State.

### **Research Questions**

The following research questions guided the study:

1. To what extent are teacher's professional knowledge components of in-service training programme provided for improving the professional development of business educators in tertiary institutions in Delta State?
2. To what extent are instructional applications of ICT components of in-service training programme provided for improving the professional development of business educators in tertiary institutions in Delta State?

### **Hypotheses**

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

1. There is no significant difference in the mean response of business educators on the extent of provision of teacher's professional knowledge component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience.
2. There is no significant difference in the mean response of business educators on the extent of provision of instructional applications of ICT component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience



## **Method**

This study adopted a descriptive survey research design. The population comprised one hundred and twenty-four (124) business educators in the four public-owned Colleges of Education and one university offering business education programme in Delta State. A sample size of 69 respondents was selected for the study using convenient sampling technique as a result of the Coronavirus pandemic. The instrument for the data collection was a validated questionnaire titled "Extent of Provision of In-service Training Programme Questionnaire (EPISTPQ)" was used for data collection. The questionnaire contained 15 items on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with assigned weight of 4, 3, 2 and 1 respectively. Face validity of the instrument was determined by two experts; one in the field of Business Education, and the other from Measurement and Evaluation all from Delta State University, Abraka. A pilot test was conducted to establish the internal consistency of the instrument by administering it to 10 business educators in Edo State who were not part of the study. The data collected were analyzed using Cronbach alpha to obtain reliability coefficients of 0.74 and 0.81 for the different clusters with an overall coefficient of 0.78. The researcher administered the instrument to the respondents with the help of five research assistants and follow up the collection of the research instrument with text messages and phone calls. Mean and standard deviation were used to answer the research questions and determine the homogeneity or otherwise of the respondents' views. Decisions on the research questions were based on the grand mean in relations to the real limits of numbers. Therefore, items with mean ratings of 1.00 - 1.49 are rated Very Low Extent (VLE), those with 1.50 - 2.49 are Low Extent (LE), items with mean ratings of 2.50 - 3.49 are rated High Extent (HE), and those with 3.50 - 4.00 are rated Very High Extent (VHE), In testing the null hypotheses at 0.05 level of significance, Analysis of Variance (ANOVA) was employed for the study. A null hypothesis was accepted where the p-value is equal to or greater than the alpha level of 0.05 ( $p > 0.05$ ), at a degree of freedom; otherwise, the null hypothesis was rejected. The analysis was carried out using SPSS version 23.0.

## **Results**

The result of the study are presented and analyzed in the following tables.

### **Research Question 1**

To what extent are teacher's professional knowledge components of in-service training programme provided for improving the professional development of business educators in tertiary institutions in Delta State?

Data collected in respect to this research question were analyzed and the results are presented in Table 1.



**Table 1:** Mean and standard deviation of respondents on extent of provision of teacher's professional knowledge component of in-service training programme

S/N	Extent of provision of teacher's professional knowledge component of in-service training programme	$\bar{X}$	SD	Remarks
1	Knowledge of subject matter programme	1.31	0.53	Very Low Extent
2	Knowledge of curricular documents programme	2.04	0.31	Low Extent
3	Knowledge of learning styles programme	1.26	0.72	Very Low Extent
4	Knowledge of designing learning objectives programme	1.17	0.26	Very Low Extent
5	Instructional planning programme	2.19	0.87	Low Extent
6	Ethics in teaching programme	3.05	0.64	High Extent
7	Assessment techniques programme	2.78	0.49	High Extent
Grand Mean		1.97		Low Extent

Data in Table 1 shows that three (item 1, 3 and 4) out of the seven items listed on teacher's professional knowledge component of in-service training programme was provided to a very low extent, the respondents rated the provision of two (item 2 and 5) to a low extent while the remaining two (item 6 and 7) were provided to a high extent. The cluster mean score of 1.97 means that teacher's professional knowledge component of in-service training programme was provided to a low extent. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

### **Research Question 2**

To what extent are instructional applications of ICT component of in-service training programme provided for improving the professional development of business educators in tertiary institutions in Delta State?

Data collected in respect to this research question were analyzed and the results are presented in Table 2.



**Table 2:** Mean and standard deviation of respondents on extent of provision of instructional applications of ICT component of in-service training programme

S/N	Extent of provision of instructional applications of ICT component of in-service training programme	$\bar{x}$	SD	Remarks
8	Use of power-point in classroom instructions	1.72	0.75	Low Extent
9	Use electronic-mail to share instructional content	1.31	0.31	Very Low Extent
10	Use of mobile learning to assess students learning outcomes	1.26	0.72	Very Low Extent
11	Use of social networking tools to engage students	1.33	0.26	Very Low Extent
12	Use of interactive whiteboards to present subject content	1.20	0.87	Very Low Extent
13	Use of electronic bulletin boards to explain subject matter	1.04	0.64	Very Low Extent
14		1.11	0.56	Very Low Extent
15	Use of internet telephony for discussing ideas with students Use of podcast to facilitate students' learning experience	1.07	0.49	Very Low Extent
Grand Mean				1.26 Very Low
Extent				

Data in Table 2 shows that one (item 8) out of the eight items listed on instructional applications of ICT of in-service training programme was provided to a low extent, while the respondents rated the provision of the remaining seven items to a very low extent. The cluster mean score of 1.26 means that instructional applications of ICT of in-service training programme was provided to a very low extent. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

### Hypothesis 1

There is no significant difference in the mean response of business educators on the extent of provision of teacher's professional knowledge component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 3.

Data obtained in respect of hypothesis one are analyzed and presented in Table 3.



**Table 3: ANOVA summary of business educators' mean ratings on their extent of provision of teacher's professional knowledge component of in-service training programme**

Source of Variance	Sum of Squares	df	Mean Square	F-value	P-value	Inference
Between Groups	209.08	2	59.41	0.206	0.079	Accepted
Within Groups	586.74	66	87.03			
Total	795.82	68				

Data on Table 3 show that the F-value of 0.206 with p-value of 0.079 at degree of freedom of 2 and 66 is greater than the criterion value of 0.05 ( $p > 0.05$ ). This means that business educators do not differ significantly in their mean ratings on the extent of provision of teacher's professional knowledge component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience. Therefore, the null hypothesis is accepted.

### Hypothesis 2

There is no significant difference in the mean response of business educators on the extent of provision of instructional applications of ICT component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience.

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 4.

Data obtained in respect of hypothesis two are analyzed and presented in Table 4.

**Table 4: ANOVA summary of business educators' mean ratings on their extent of provision of instructional applications of ICT component of in-service training programme**

Source of Variance	Sum of Squares	df	Mean Square	F-value	P-value	Inference
Between Groups	614.59	2	26.92	0.513	0.264	Accepted
Within Groups	1003.73	66	98.61			
Total	1618.32	68				

Data on Table 4 show that the F-value of 0.513 with p-value of 0.264 at degree of freedom of 2 and 66 is greater than the criterion value of 0.05 ( $p > 0.05$ ). This means that business educators do not differ significantly in their mean ratings on the extent of provision of instructional applications of ICT component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience. Therefore, the null hypothesis is accepted.

### Discussion of Findings

Outcome of the study disclosed that teacher's professional knowledge component of in-service training programme was provided to a low extent. This finding is in agreement with the study of Akuegwu, Nwi-ue and Etudor-Eyo (2013) which reported that the provision of teacher's professional knowledge component of in-service training programme for educators



is low. The study revealed a very low extent of provision of teacher's professional knowledge component of in-service training programme for business educators in the areas of knowledge of subject matter, knowledge of learning styles and knowledge of designing learning objectives programme while a low extent of provision of knowledge of curricular documents and instructional planning programme was discovered. The low extent of provision of teacher's professional knowledge component of in-service training programme in tertiary institutions can be attributed to poor funding which has been affecting the Nigerian education system over the years. However, the study reported that ethics in teaching and assessment techniques in-service training programmes were provided for business educators to a high extent. The researcher was of the opinion that attendance of academic conferences and gathering of research publications were the avenue at which business educators were provided ethics in teaching and assessment techniques. Moreover, the study reported that business educators do not differ significantly in their mean ratings on the extent of provision of teacher's professional knowledge component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience. This implies both experienced and non-experienced business educators agreed that the provision of teacher's professional knowledge component of in-service training programme is below expectation.

Findings of the study disclosed that instructional applications of ICT component of in-service training programme was provided to a very low extent. This finding corresponds with Udofia and Ikpe (2012) which reported that the provision of instructional applications of ICT component of in-service training programme for educators is inadequate for their professional development. The study revealed a very low extent of provision of instructional applications of ICT component of in-service training programme for business educators in the use electronic-mail to share instructional content, use of mobile learning to assess students learning outcomes, use of social networking tools to engage students, use of interactive whiteboards to present subject content, use of electronic bulletin boards to explain subject matter, use of internet telephony for discussing ideas with students and use of podcast to facilitate students' learning experience while the use of power-point in classroom instructions was provided to a low extent. This revelations are in line with the discovery of Donkor and Banki (2017) who reported that educators have a very low in-service training access on ICTs for instructional purposes. In addition, the study reported that business educators do not differ significantly in their mean ratings on the extent of provision of instructional applications of ICT component of in-service training programme for improving their professional development in tertiary institutions in Delta State based on their years of teaching experience. Perhaps, this could be why e-learning resources are very lowly utilized for instructional delivery in business education programme in tertiary institutions in Nigeria.

## **Conclusion**

The policy and practice of in-service training programme ensures that educators develop positive attitude with higher self-efficacy level within and outside the school environment. The provision of teacher's professional knowledge and instructional applications of ICT components of in-service training programme goes in long way in championing the desirable changes in the curriculum of business education and revitalizing business educators' pedagogical practices in tertiary institutions. Based on the findings of the study, the researcher concluded that the low provision of in-service training programme will negatively affect business educators' professional practice and development of core pedagogical competencies required for improving the quality assurance of business education programme in tertiary institutions.



## **Recommendations**

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

1. In-service training programmes should be held frequently in order to keep business educators abreast with current practices of the teaching profession to enable them provide qualitative teaching and learning experiences for their students in tertiary institutions.
2. Administrators of tertiary institutions/Heads of Department of business education should regularly organize technical workshops or provide institutional support, for business educators to enable them acquire ICT skills required for the utilization of e-learning resources in their instructional delivery.

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## **STRATEGIES FOR IMPROVING THE QUALITY OF BUSINESS EDUCATION PROGRAMME FOR BETTER EDUCATION SERVICE DELIVERY IN NIGERIA**

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### **Abstract**

The study examined strategies for improving the quality of business education programme for better education service delivery in Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 109 business educators from five tertiary institutions in Anambra State. The instrument for data collection was a structured questionnaire developed by the researchers. The instrument was subjected to a pilot test on 20 business educators in Enugu metropolis. The application of the Cronbach Alpha reliability test on the returned data yielded coefficient values of 0.84 and 0.88 for clusters B1 and B2 respectively with an overall reliability co-efficient value of 0.86 for internal consistency. Data collected from the respondents were analyzed using mean, standard deviation to answer the research questions and t-test for the hypotheses testing. Findings reveal that the challenges impeding the realization of quality in business education programme for better education service delivery include non-availability of contemporary equipment and tools for teaching and learning, inadequate funding, poor collaboration between business education and private sector, poor government attitude towards the management of business education, poor standards for enrolment of students into the business education programme and lack of professionalization of the business education programme among others. Findings also reveal that improving synergy and collaboration with private sector, reviewing the business education curriculum, providing funds for the business education programme, providing effective students mentoring services, encouraging and funding research activities and recruiting quality business educators among others are strategies for improving the quality of business education programme for better education service delivery. Other findings showed that business educators in colleges of education and universities did not differ in their opinion. Based on these findings, the researchers recommend among others, that the federal government should as a matter of urgency be committed towards ensuring that business education programme is properly supported by making funds available, provision of teaching and learning equipments and sponsoring research activities.



**Keywords: Strategies, Quality, Business Education Programme, Education Service Delivery**

## **Introduction**

Education provides a platform for the development of human capital and national development. This is because education ensures the production of knowledge and expertise that allow individuals to increase their competitiveness and improve their quality of life. According to Oduma (2013), education facilitates the development of human potentials, the human talents, the human intellect, the human attitude and the human skills. In Nigeria, the tertiary education system is at the core of the development of human capital. The Federal Republic of Nigeria (FRN, 2013) opined that the tertiary institutions are the cradle of national growth. This is because the tertiary level of education equips students with the requisite expertise and skills to work successfully in the real world. According to Obiete, Nwazor and Vin-Mbah (2015), the tertiary level of education is that level of education that develops students physically, mentally, spiritually and technologically, to make it possible for them to function effectively in the world of work and as self-employers. The business education programme is an academic programme that prioritizes the development of students with skills needed to be successful in the modern office and in business.

Business education, which is part of the general education curriculum, comes under the framework of vocational education. Business education according to Edokpolor and Owenvbiugie (2017) is an educational program that provides a range of expertise in accounting, marketing and Office Technology and Management (OTM). Jimoh-Kadirri and Bupo (2011) defined business education as the transmission of educational and business skills required to teach business attitudes, ideas, skills and knowledge. Rotua (2017) stated that business education encompasses office education, business teaching, business management and economic awareness. The business education programme at the tertiary level is offered in tertiary institutions like colleges of education, polytechnics and universities. Edokpolor and Owenvbiugie (2017) noted that business education has two primary objectives which are education for business and education about business. According to Edokpolor and Owenvbiugie (2017), education for business is concerned with equipping students with the requisite attributes (knowledge, skills, competencies, and attitudes) to become gainfully employed in the world of work, while education about business, focuses on providing a sound basis for further studies at the graduate and post-graduate levels. Ajisafe, Bolarinwa and Edeh (2015) highlighted the objectives of business education to include to develop basic skills for personal use in the future, acquire the basic knowledge and skills of business education, relate the knowledge and skills acquired to national development, develop basic skills in office occupation, provide the needed background for teaching in business subjects, prepare students for further training in business studies and provide orientation and basic skills with which to start a life of work for those who may not undergo further training.



Okoye and Achibogwu (2018) opined that business education is a feasible element of education that introduces students to the development of demonstrable skills that could be further applied to economic and productive livelihoods. The realization of the objectives of business education is hugely dependent on the institution the quality and standard of its practices. Oduma (2013) stated that ensuring quality in business education entails the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned with a view of improving the products of the education system.

Quality is defined as not only a function of the final products of the educational system but also relies on internal processes and delivery of education which includes the elimination of waste and the enhancement of efficiency (Adegbesan, 2011). Okoye and Achibogwu (2018) defined quality as the degree to which an educational system conforms to established standard and appropriateness. Thus, the quality of educational programme could be measured in terms of quality of input, quality of process, quality of context and quality of output. Okoye and Achibogwu further stated that quality in education means the relevance and appropriateness of the education programme to the needs of the community for which it is provided. Sadly, judging from the definitions of quality in education it appears that the business education programme is lagging behind. Some authors noted that the increased rate of unemployment in the country shows that graduates of business education products have failed to demonstrate skills learnt from their learning experiences in business education. Vin-Mbah and Obiete (2015) averred that the increased rate of unemployment among business education graduates from tertiary institutions in Nigeria shows the poor quality of the programme. Audu, Abdulkadir and Abdul (2013) averred that lack of synergy between the business education programme and the private sector has resulted in a wide skills gap. This means that what is learnt in school is not what is expected at work. In another vein, Edokpolor and Owenvbiugie (2017) noted that business education programme is suffering from huge financial inadequacies which have resulted in the inability of the programme to achieve stated goals. Edokpolor and Owenvbiugie (2017) opined that business education is a capital intensive programme so needs adequate funding for the purchase of tools, ICT gadgets and machines among others. These challenges are saddening given the fact that business education is an integral tool for national development. It is against this backdrop that scholars have called for coming up with measures that will help to improve the quality of business education programme (Obiete, Nwazor & Vin-Mbah, 2015).

Some strategies like improving synergy and collaboration with private sector, review of the business education curriculum, provision of quality equipment for training, providing effective students mentoring services and equitable distribution of funds among others have been suggested as effective in improving the quality of business education (Oduma, 2013). According to Okoye and Achibogwu (2018), the strategies that could improve quality of educational programmes like business education include moderation of examination, in-service education of teachers, proper funding of education, supervision and inspection, mentoring and monitoring, as well as regular evaluation of the system. However, these strategies have not been proven to improve the quality of business education for better education service delivery. This study intends to fill that gap.



### **Statement of the Problem**

Business education programme is a programme that equips its recipients with occupational and entrepreneurial skills. The programme is a veritable tool for national development because of the role it plays in the development of human capital in all sectors of the country. Sadly, the commitment towards ensuring that business education meets its set objectives have been hampered by issues relating to poor funding and poor instructional resource provision.

Business education programme is grossly underfunded and this has affected the ability of the programme to meet up with the changing times. The advancement in technology resulting in changes in business practices and equipment necessitates that the instructional and administrative facilities in business education programmes are updated to meet with the current trends. However, making this a reality has become an illusion. This situation seems to manifest itself in poor administration of the programme and poor quality of instruction witnessed in some tertiary institutions. It is against this backdrop that it becomes imperative to seek strategies for correcting the anomalies affecting the quality of business education programmes.

### **Research Questions**

The following research questions guided the study:

1. What are the challenges impeding the realization of quality in business education programme for better education service delivery?
2. What are the strategies for improving the quality of business education programme for better education service delivery in Nigeria?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the challenges impeding the realization of quality in business education programme for better education service delivery.
2. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the strategies for improving the quality of business education programme for better education service delivery in Nigeria.

### **Method**

Descriptive research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised 109 business educators from the tertiary institutions offering business education in Anambra State. The instrument for data collection was a structured questionnaire titled "Questionnaire on Strategies for Improving the Quality of Business Education Programme for Better Education Service Delivery (QBEPBESD)". The instrument was structured on a four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument was validated by three experts, two in business education and one in measurement and evaluation in the faculty of education, Nnamdi Azikiwe University, Awka. The instrument was further subjected to reliability testing through a pilot test on 20 business educators in Enugu State who were not included in the



population of the study. The application of Cronbach Alpha reliability method on the obtained data yielded coefficient values of 0.84 and 0.88 for the two clusters with an overall reliability co-efficient of 0.86. Data collected from the respondents were analyzed with mean, standard deviation and t-test. Out of the 109 copies of questionnaire administered, 88 were returned and used for data analysis.

The mean value was used to answer the research questions while standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The item by item analysis was based on the real limits of numbers of Strongly Agree (3.50-4.00), Agree (2.50-3.49), Disagree (1.50-2.49) and Strongly Disagree (1.00- 1.49). For the hypotheses, t-test was used to test all the null hypotheses at 0.05 level of significance. Where the calculated t value is less than the critical value of t, it meant that the variable did not significantly affect respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t value was equal to or greater than the critical t value, it meant that the variable has a significant effect on the respondents' mean ratings and the hypothesis was rejected.

## Results

### Research Question 1

What are the challenges impeding the realization of quality in business education programme for better education service delivery?

**Table 1: Respondents' Mean Ratings on the Challenges Impeding the Realization of Quality in Business Education Programme for Better Education Service Delivery (N=88)**

S/No.	Items on challenges impeding the realization of quality in business education programme for better education service delivery	X	SD	Remarks
1.	Inadequate funding	3.44	0.81	Agree
2.	Poor collaboration between business education and private sector	3.33	0.78	Agree
3.	Non- availability of contemporary equipment and tools for teaching and learning	3.46	0.74	Agree
4.	Lack of professionalization of the business education programme	3.11	0.81	Agree
5.	Poor standards for enrolment of students into the business education programme	3.15	0.72	Agree
6.	Poor monitoring and supervisory practices	2.90	0.82	Agree
7.	Poor government attitude towards the management of business education	3.32	0.76	Agree



8.	Poor societal attitude towards the study of business education	2.75	0.75	Agree
9.	Poor quality curriculum	2.50	0.70	Agree
10.	Lack of infrastructures like computer laboratories, libraries and model offices among others	3.05	0.72	Agree
11.	Recruitment of unqualified staff	2.98	0.73	Agree
12.	Lack of investment in human resources development programmes for business educators	2.87	0.82	Agree
<b>Cluster Mean</b>		<b>3.07</b>		<b>Agree</b>

Data in Table 1 reveal that all the items achieved mean ratings ranging between 2.50 to 3.46. This means that they are challenges impeding the realization of quality in business education programme for better education service delivery. The cluster mean of 3.07 indicates that the challenges impeding the realization of quality in business education programme for better education service delivery include non-availability of contemporary equipment and tools for teaching and learning, inadequate funding, poor collaboration between business education and private sector, poor government attitude towards the management of business education, poor standards for enrolment of students into the business education programme and lack of professionalization of the business education programme among others. The standard deviation scores show that the respondents' opinions are related.

### Research Question 2

What are the strategies for improving the quality of business education programme for better education service delivery in Nigeria?

**Table 2: Respondents' Mean Ratings on the Strategies for Improving the Quality of Business Education Programme for Better Education Service Delivery (N=88)**

S/No.	Items on strategies for improving the quality of business education programme for better education service delivery	X̄	SD	Remarks
1.	Improving synergy and collaboration with private sector.	3.02	0.74	Agree
2.	Reviewing the business education curriculum	3.11	0.82	Agree
3.	Providing quality equipment for teaching and learning in the business education programme	3.05	0.77	Agree
4.	Providing funds for the business education programme	2.90	0.80	Agree



5.	Providing effective students mentoring services	3.08	0.71	Agree
6.	Moderating examination in business education	3.00	0.78	Agree
7.	Prioritizing In-service training of business educators.	3.14	0.85	Agree
8.	Regularly supervising the business education programme	2.86	0.79	Agree
9.	Ensuring record management in the business education programme	2.83	0.69	Agree
10.	Encouraging and funding research activities	3.06	0.77	Agree
11.	Ensuring quality evaluation process	3.18	0.75	Agree
12.	Recruiting quality business educators	3.22	0.83	Agree
13.	Standardizing and professionalizing academic attainments in the business education programme	2.85	0.73	Agree
<b>Cluster Mean</b>		<b>3.02</b>		<b>Agree</b>

Data in Table 2 reveal that all the items achieved mean ratings ranging between 2.85 to 3.22. This means that they are strategies for improving the quality of business education programme for better education service delivery. The cluster mean of 3.02 indicates that the strategies for improving the quality of business education programme for better education service delivery include improving synergy and collaboration with private sector, reviewing the business education curriculum, providing funds for the business education programme, providing effective students mentoring services, encouraging and funding research activities and recruiting quality business educators among others. The standard deviation scores show that the respondents' opinions are related.

### Hypothesis 1

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the challenges impeding the realization of quality in business education programme for better education service delivery.

**Table 3: t-test Analysis of Respondents' Mean Ratings on the Challenges Impeding the Realization of Quality in Business Education Programme for Better Education Service Delivery**

Variable	N	$\bar{X}$	SD	df	$\alpha$	t-cal.	t-crit.	Decision
C.O.E	72	3.02	0.77					
Universities	16	3.07	0.73			86	0.05	0.44
								1.96
								Not Significant



Data in Table 3 show that the calculated t-value of 0.44 at 86 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the colleges of education and universities on the challenges impeding the realization of quality in business education programme for better education service delivery. Therefore, the null hypothesis was accepted.

### **Hypothesis 2**

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the strategies for improving the quality of business education programme for better education service delivery in Nigeria.

**Table 4: t-test Analysis of Respondents' Mean Ratings on the Strategies for Improving the Quality of Business Education Programme for Better Education Service Delivery**

<b>Variable</b>	<b>N</b>	<b>X<sup>—</sup></b>	<b>SD</b>	<b>df</b>	<b>á</b>	<b>t-cal.</b>	<b>t-crit.</b>	<b>Decision</b>
C.O.E	72	3.020.81						
Universities	16	2.980.75		86	0.05	0.22	1.96	Not Significant

Data in Table 4 show that the calculated t-value of 0.22 at 86 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the strategies for improving the quality of business education programme for better education service delivery in Nigeria. Therefore, the null hypothesis was accepted.



## **Discussion**

Finding on the first research question showed that the challenges impeding the realization of quality in business education programme for better education service delivery include non-availability of contemporary equipment and tools for teaching and learning, inadequate funding, poor collaboration between business education and private sector, poor government attitude towards the management of business education, poor standards for enrolment of students into the business education programme and lack of professionalization of the business education programme among others. The finding shows that lack of institutional support and provision of necessary tools and equipment are the major challenges impeding the business education programme. This is in line with Edokpolor and Owenvbiugie (2017) who found that the quality of the business education programmes has been affected by issues related to inadequate funding for the purchase of tools, ICT gadgets and machines. In the same vein, Edokpolor and Owenvbiugie also decried the lack of professionalization of the business education programme, societal attitude towards business education, lack of qualified staff and inconsistent staff development programmes as inhibiting factors affecting the quality of the business education programme. On another note, Audu, Abdulkadir and Abdul (2013) averred that lack of synergy between the business education programme and the private sector has resulted in a wide skills gap. The disparity in skills expectation of industry and what is taught in the business education programme is seen as a major problem towards ensuring quality of the programme. This means that graduates of the programme have to be retrained by employers of labour before recruitment. Thus invalidating the years spent getting educated in the business education programme.

Further findings indicated that the business educators in colleges of education and universities did not significantly differ on the challenges impeding the realization of quality in business education programme for better education service delivery. This shows that the respondents agreed that the challenges discussed above were impeding the realization of quality in the business education programme. This is in agreement with Edokpolor and Owenvbiugie (2017) who noted that poor financing, lack of professionalization, lack of quality staff and inadequate modern equipment affects the quality of educational service delivery in the business education programme.

Finding on the second research question revealed that improving synergy and collaboration with private sector, reviewing the business education curriculum, providing funds for the business education programme, providing effective students mentoring services, encouraging and funding research activities and recruiting quality business educators among others are strategies for improving the quality of business education programme for better education service delivery in Nigeria. This finding is in agreement Oduma (2013) who reported that improving synergy and collaboration with private sector, review of the business education curriculum, provision of quality equipment for training, providing effective students mentoring services and equitable distribution of funds are some of the strategies for improving the quality of business education programme for better education service delivery in Nigeria. Similarly, Okoye and Achibogwu (2018) suggested that moderation of examination, in-service education of teachers, proper funding of education, supervision and inspection, mentoring and monitoring as well as regular evaluation of the system were some strategies for ensuring quality in the business education programme.



Furthermore, findings reveal no significant difference in the mean ratings of business educators in colleges of education and universities on the strategies for improving the quality of business education programme for better education service delivery in Nigeria. This shows that business educators irrespective of their institution type agree that the strategies suggested above could improve the quality of the business education programme for better education service delivery.

### **Conclusion**

Based on the findings of the study, the researchers conclude that business education as a veritable programme for skills development have been hampered by issues relating to poor funding, poor curriculum, inadequacies of equipment, lack of synergy between the programme and private sector as poor government support of the programme. There is need for measures to be put in place to correct this situation if business education programme is to realize its objectives. That is why strategies like improving school-industry partnership, proper funding of the programme, professionalization of the programme, recruitment of qualified teachers and investment in development of staff among others are seen as strategies for improving the quality of the programme for better education service delivery.

### **Recommendations**

Based on the findings of the study, the researchers make the following recommendations:

1. The Federal government should as a matter of urgency improve on its commitment towards ensuring that business education programme is properly supported by making funds available, provision of teaching and learning equipments and sponsoring research activities.
2. The administrators of business education programme should partner with the private sectors in the areas of curriculum review, infrastructural provisions and professional support.



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## **STUDENTS ASSESSMENT OF BUSINESS TEACHER EDUCATION LECTURERS ON INSTRUCTIONAL DELIVERY PRACTICES IN EDO AND DELTA STATES**

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### **Abstract**

The study investigated the extent of students' assessment of business teacher education lecturers on instructional delivery practices in Edo and Delta. The descriptive survey design was used for the study. The population comprised 376 Business education students at the University of Benin, Ambrose Alli University and Delta State University, Abraka. There was no sample since the population was manageable. A questionnaire containing 22 items was the instrument used for data collection. The questionnaire was validated by two (2) experts in Business education and two experts in Measurement and Evaluation at the Delta State University, Abraka. To determine the internal consistency of the instrument, 54 copies of questionnaire were administered to final year Business education students of the Niger Delta University. The data obtained were subjected to Cronbach Alpha which yielded a reliability coefficient of 0.94. Data were analyzed using mean and standard deviation. The findings are Business education lecturers give prompt feedback on students learning outcomes, Students' learning is assessed using variety of methods, Students are informed about the criteria for evaluation to a high extent. It was recommended that adequate lecturers should be employed by the university authorities in business teacher education programme for comprehensive curriculum delivery to the students and students should be regular at their classes in order to acquire relevant skills and knowledge among others.

**Keywords** – Students Assessment; Business Education Lecturers; Instructional Delivery Practices; Universities.

### **Introduction**

Business education is an integral part of Technical and Vocational Education. In Nigeria, its major tenets are to produce the required manpower for economic and national development. Business education, in Atakpa and Agbamu (2013), is described as "that aspect of total education which provides the knowledge, skills, understanding and attitudes needed to perform in the business world as producer and consumer of goods and services. Atakpa and Agbamu (2013) state that business education is the sum total of the knowledge, skills and attitudes that are required for successful execution and administration of business enterprises. Business education is also recognized as an appendage of vocational and



technical education in the national policy on education (2013). Business education places emphasis on acquisition of relevant skills that prepare the graduands for self-employment in the world. Business education is offered at different levels of the Nigerian educational system, including colleges of education. Agomuo (2007) has identified components of business education and training as:

- 1 Office Education which prepares students for office occupations and careers ranging from clerical to secretarial and administrative positions;
- 2 Marketing Education which prepares students for distributive trades such as advertising and salesmanship;
- 3 Accounting Education which prepares students for careers in Accountancy; and
- 4 Computer Education which prepares students in computer careers such as Desktop publishing, website and database development.

The National Policy on Education attaches great emphasis to Business teacher education in Nigeria as a veritable instrument in the training of teachers.

Section 56(a) of the National Policy on Education (1998) states thus: “since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in education planning and development”. The policy sets the Nigeria Certificate in Education (NCE) as the minimum entry qualification into the teaching profession (NPE, section 56(b). Emehi and Ike (2020) outline the goals of teacher education as stipulated in section 57(a-e) of the National Policy on Education thus:

- to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- to encourage further spirit of enquiry and creativity in teachers.
- to help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- to provide teachers with the National and professional background adequate for their assignment and make them adaptable to the changing situation.
- to enhance teachers’ commitment to the teaching profession.

In order to ensure that all teachers are professionally trained, the policy declares that teacher education programmes shall be structured to equip teachers for effective performance. The task of providing professional training for teachers was vested in the following educational institutions: Colleges of Education, Faculties of Education, Institutes of Education, National Teachers Institute and Schools of Education in the polytechnics. (Emehi and Ike. 2020).

To further stress the relevance of technical and business education in the educational system, Section 59 of the National Policy on Education makes the following declaration. “The Nigeria Certificate in Education (NCE) and degree levels education programmes shall continue to be expanded to cater for the requirement of technical, business and special education”. In order to ensure the training of teachers in higher institutions including universities teachers in these institutions have to undergo sufficient training to enable them impart the relevant knowledge, skills and attitude to the learners.

“In line with the goals of education as enunciated in the National Policy on Education business education is one of the programmes offered in most universities in Nigeria.”, beginning with the University of Nigeria, Nsukka in 1960.

Effective teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile, to the students. It is the impartation of relevant knowledge which takes place in the classroom. Teaching facilitates



learning. It is the responsibility of the teacher to determine to a large extent the quality of learning and instruction that will be given to the learners. Emehi and Ike (2020), observe that teaching is an attempt to help someone acquire relevant skills, attitude, knowledge and ideas refers to organized activities undertaken by a more experienced and more knowledgeable person in order to enable less experienced person to learn (Aliyu, 2013). This includes all the activities that are contemplated and developed from time to time in order to make teaching and learning more meaningful and realistic. The degree of effectiveness of teachers is determined by the level of knowledge imparted on the students in the school system.

Tolzuch (2012), maintains that learning is a continuous process which involves learners' active participation in receiving, storing, interpreting and relating information to their previous knowledge and experiences. It is a process of instruction that brings change in one's behavior. Teaching modifies the behavior of the learner. If there is no change in the initial attitude of the student after a period of instruction, it is inferred that the student has not learned. Ugwu (2000) notes that teaching is a strategy which guides students to secure certain amount of experiences that would promote maximum development of their potentials. Nwaji (2000) further refers to teaching as planned interaction characterized by well spelt out objectives by the teacher to enable the learner acquire a change in behavior, or develop more positive attitude, knowledge, ideas and skills as tool for living a meaningful and fulfilling life in the society. Learning has to bring about change in behavior and develop one's mentality as well as ability to understand, remember and apply various skills and to have certain attitudes and values especially those set forth in the learning objectives. The following elements are pre-requisites for effective teaching and learning: efficient teaching; provision of adequate teaching and learning resources; proper consideration and specification of expected learning traits; provision of conducive environment for learning; maintenance of learner friendly school climate and putting in place a result oriented administration (Aliyu, 2013). The level of teacher's preparedness is a vital resource in the process of teaching and learning. The teacher represents key input of highly skilled labour resource which combines with the education plan and its allied services to produce educated or at least schooled individuals (Garba, 2015). Therefore, education policies, however well-intentioned and official curricula, however well crafted, cannot succeed without the teacher, whose professional management of the teaching and learning process ensures that education really takes place. According to Asiyai (2015), it is the teacher who sets the pace, plans and aim at ensuring students' effective learning by devising learning experiences, which arouse students' interest and inspire them to work diligently so as to become creative problem solvers.

In a recent study of Garba and Abubakar (2020) entitled instructional delivery in business education in colleges of education in North-East Nigeria, the following are revealed concerning the lecturers: Business education lecturers cover course contents before examination; they give prompt feedback (written or oral) on students' learning outcomes; they assess students' learning using a variety of methods; they inform students' about the criteria for evaluation; they answer students' questions relating to their course during lesson delivery; the lecturers show sincere interest in solving's students' academic problems, explaining difficult points in class until they are understood; they present materials logically in class during instructions, trying as much as possible to maintain students' interest on the subject being taught; they deliver study material in a clear and comprehensive way, they demonstrate culture of speech in the form of clear articulation; business education lecturers ask questions in class to stimulate discussions; they are objective in assessing students' performance; they are punctual to class; they are willing to give students individual attention; they keep accurate records of students' assessments; they strive to maintain feedback from students, they use



various sources of information to enhance teaching and learning and are unbiased in assessment of students' achievement.

### **Statement of the Problem**

The capacity of business education teachers programme to provide high quality and relevant training depends largely on the quality of its teachers and the instructional practice adopted. Okebukola (2008) also observes that business teacher's quality is hinged on three knowledge bases; these are, content knowledge, pedagogical knowledge and pedagogical/content knowledge. The statement of the problem therefore is students' assessment of business teacher education lectures on instructional delivery in universities in Edo and Delta State.

The purpose of the study is to find out students assessment of business teacher education lecturers on instructional delivery practices in Edo and Delta State.

### **Research Question**

The following research question guided the study:

What is the extent of students' assessment of business teacher education lecturers on instructional delivery practices in universities in Edo and Delta States?

### **Method**

The descriptive survey design was used for the study. The population comprised 376 Business education students at the University of Benin, Benin City, Ambrose Alli University, Ekpoma and Delta State University, Abraka. There was no sample since the population was manageable. A questionnaire containing 22 items was the instrument used for data collection. The questionnaire had two parts; Part A contained information on demographic variables: Name of institution and Sex while Part B contained thirty-four items on the research question with four options of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The questionnaire was validated by two (2) experts in Business education and two experts in Measurement and Evaluation at the Delta State University, Abraka. To determine the internal consistency of the instrument, 54 copies of the questionnaire were administered to final year students of Niger Delta University, Wilberforce Island. The data obtained were subjected to Cronbach Alpha which yielded a reliability coefficient of 0.94. In order to analyze the data the, the options were assigned points as follows: Very High Extent (VHE)- 4points, High Extent (HE) - 3points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point.

In decision rule, any item which mean above 2.5 was regarded as High Extent while any item with mean below 2.5 was regarded as low extent.

### **Results**

#### **Research Question**

What is the extent of students' assessment of business teacher education lecturers' on instructional delivery practices in universities in Edo and Delta States?



Respondents mean ratings on extent of students assessment of business teacher education lecturers on instructional delivery practices in universities in Edo and Delta States N = 376

S/N	Items on extent of students' assessment of business teacher education lecturers on instructional delivery practices in universities in Edo and Delta States	$\bar{x}$	SD	Decision
1.	Course contents are covered before examination	2.69	0.70	High Extent
2.	Business education lecturers give prompt feedback on students learning outcomes	2.92	0.76	High Extent
3.	Students' learning is assessed using variety of methods	2.86	0.82	High Extent
4.	Students are informed about the criteria for evaluation	2.91	0.69	High Extent
5.	Lecturers answer students questions relating to their course during lesson delivery	2.84	0.96	High Extent
6.	Lecturers show sincere interest in solving students' academic problems	2.75	0.80	High Extent
7.	Difficult points are explained by lecturers in class	2.97	0.89	High Extent
8.	Business education lecturers are interested in students' achievement	2.86	0.81	High Extent
9.	Business education lecturers present materials logically during instruction in class	2.96	0.95	High Extent
10.	Business education lecturers draw and maintain interest of students in the subject taught	2.92	0.87	High Extent
11.	Business education lecturers deliver study material in a clear and comprehensive way.	2.80	0.81	High Extent
12.	Business education lecturers demonstrate culture of speech in the form of clear articulation	2.84	0.97	High Extent
13.	Business education lecturers ask questions in class to stimulate discussions	2.71	0.78	High Extent
14.	Business education lecturers are objective in assessing students' performance	2.83	0.95	High Extent
15.	Business education lecturers are punctual to class	2.88	0.90	High Extent
16.	Business education lecturers are willing to give students individual attention	2.73	0.84	High Extent
17.	Business education lecturers keep accurate records of students assessments	2.93	0.79	High Extent
18.	Business education lecturers strive to maintain feedback from students	2.82	0.98	High Extent
19.	Lecturers use various sources of information to enhance teaching and learning	2.75	0.69	High Extent
20.	Business education lecturers are unbiased in assessment of students' achievement	2.69	0.92	High Extent

All the items list 1- 20 have High Extent on extent of students' assessment of business teacher education lecturers' on instructional delivery practices in universities in Edo and Delta State since the mean is above 2-5.



## **Discussion**

The findings on the extent of students' assessment of business teacher education lecturers' on instructional delivery practices in universities in Edo and Delta States are; Course contents are covered before examination, Business education lecturers give prompt feedback on students learning outcomes, Students' learning are assessed using variety of methods, Students are informed about the criteria for evaluation, lecturers answer students' questions relating to their course during lesson delivery, lecturers show sincere interest in solving students' academic problems, difficult points are explained by lecturers in class, business education lecturers are interested in students' achievement, Business education lecturers present materials logically during instructions in class, business education lecturers draw and maintain interest of students in the subject taught, business education lecturers deliver study material in a clear and comprehensive way, business education lecturers demonstrate culture of speech in form of clear articulation, business education lecturers ask questions in class to stimulate discussions, business education lecturers are objective in assessing students' performance, business education lecturers are punctual to class, business education lecturers are willing to give students individual attention, business education lecturers keep accurate records of students assessments, business education lecturers strive to maintain feedback from students, lecturers use various sources of information to enhance teaching and learning and business education lecturers are unbiased in assessment of students' achievement. These findings are consistent with the earlier study of Garba and Abubakar (2002) who identified similar findings on instructional delivery practices in Business education in Colleges of Education in North-East Nigeria.

## **Conclusion**

Business teacher education lecturers are consistent in delivery of their course content in the process of training prospective Business education graduates who will be capable of imparting such relevant knowledge, skills, attitudes to other recipients.

## **Recommendations**

The following recommendations are made for the study:

1. Adequate lecturers should be employed by the university authorities in business teacher education programme for comprehensive curriculum delivery to the students.
2. Students should be regular at their classes in order to acquire relevant skills and knowledge.
3. Business education lecturers should always give accurate assessment of business education students in class.



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## **EXTENT INNOVATIVE TEACHING STRATEGIES ARE REQUIRED IN BUSINESS EDUCATION PROGRAMME IN THE 21<sup>ST</sup> CENTURY IN TERTIARY INSTITUTIONS IN ANAMBRA STATE**

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### **Abstract**

*The world pandemic and unprecedented technological innovations in the 21<sup>st</sup> century have brought about a serious shift in the method of classroom instruction. This has prompted necessitated for this study to ascertain the extent innovative teaching strategies are required in business education programme in the 21<sup>st</sup> century in tertiary institutions in Anambra State. Descriptive survey research design was used for the study. Three research questions guided the study and three null hypotheses were tested. Population of the study was 114 business educators in the five tertiary institutions in Anambra State that offer business education. Questionnaire that was validated by two experts was used for data collection. Pilot test was used to ascertain the reliability of the instrument and internal consistency reliability co-efficient of 0.76 was obtained using Cronbach Alpha Correlation Co-efficient. Out of 114 questionnaires administered, 102 were properly filled and were used for the study. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings while *t* – test was used to test the null hypotheses at .05 level of significance. The findings revealed that innovative strategies such as collaborative learning, flipped classroom and Google classroom are highly required in business education programme in tertiary institutions in the 21<sup>st</sup> century. Gender and institution type did not have any significant difference in the respondents' mean ratings. Based on the findings, it was concluded that innovative teaching strategies are required for effective business education programme in the tertiary institutions. It was, therefore, recommended among others that lecturers should employ innovative strategies in business education programme instructions to equip students with the necessary skills required in the present day business world.*

**Keywords:** *Innovation, Tertiary, Strategies, Business Education.*

### **Introduction**

The current global pandemic that has affected every facets of human endeavour has necessitated for serious re-direction in educational system. Education as an instrument of change and development must urgently adhere in its totality to the unprecedented innovative changes of the 21<sup>st</sup> century so as to be more functional and responsive to the needs of individuals and society in the prevailing environment. As the societal goals and aspirations



changes with developments in the environment, the educational system has to change in response to the changes to create an enabling environment for continuing human existence.

Business education as an aspect of education and a programme of study in an educational system is a dynamic course of study that is attuned with change so as to produce functional individual that are proficient and profitable in the contemporary business world. Business education equips individual with functional skills, knowledge, competences, values and attitudes that enable he/she to be efficient, productive and proficient in his/her field of endeavour. The programme is geared towards producing sound individuals that are well equipped with innovative skills, competence and experience that will enable them meet up with the current challenges in the global economy and field of work.

Innovation is the process of creating new way of doing things for proper efficiency and sustainability. According to Okoye (2017), innovation is a re-designed method of application of new ideas, knowledge and processes to the present in order to improve on the prevailing condition. In the same vein, Gontur and Davireng (2015) defined innovation as implementation of new and improved knowledge, ideas, method, processes, tools, equipment and machinery which leads to new and better products, services and processes. Hudson (2014), saw innovation as the creation, development and implementation of a new product, process or service with the aim of improving efficiency, effectiveness or competitive advantage. In the educational sector, especially in the field of business education, for effectiveness of instructional activities, there is serious need for the adoption of innovative teaching strategies at all levels to ensure that the goals/objectives of the programme are achieved.

Innovative teaching strategies are new ways teachers interact with the students to fulfill their needs and aspirations emanating from the current global changes. It involves the use of digital and ICT base tools in teaching. According to Mynbayeva, Saduakass and Akshalova (2017), innovative strategies of teaching involve new ways of interaction between “teacher-student”, “student-teacher”, a certain innovation in practical activity in the process of mastering educational material. The teacher here is seen as a facilitator of knowledge rather than the fount of all knowledge. Brand in Bildfell (2015) advocated that innovative teaching strategy is seen as a constructivist, social constructivist ad student centered process whereby students should be active learners in a supportive environment, engaging in authentic and relatable problem solving activities to stimulate learning.

The use of innovative teaching strategies in business education is highly indispensable in this era of technological innovations and Covid 19 pandemic outbreak for the programme to continue being relevance and responsive to the needs of individuals and society at large. Gontur and Daviring (2015) advocated that if Nigeria must belong to a committee of Nations that should reckoned with in the world, innovation and transformation in teaching and learning must be encouraged by universities, colleges, other educational institutions including secondary schools should develop new educational models and innovative platforms for knowledge creation, dissemination and application. There is need to innovate and implement alternative educational and assessment strategies (Pokhrel and Chbetri, 2021). According to E-How (2012), Fedens (2019) and Pokrel and Chbetri (2021), this era of global technological explosion and Covid -19 pandemic outbreak has ushered in teaching and learning with the use of online platforms such as Google classroom, zoom, virtual learning environment, social

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media, smart board, flipped classrooms, collaborative learning, 3D printing technology, cloud computing, crossover teaching and various group forums like Telegram, WhatsApp, Wechat.

Collaborative learning involve students coming together in groups to carry out educational activities such as discussing an issue, solving problems or completing a particular tasks. Gates (2018) advocated that collaborative learning develops higher level thinking skills in students and also boost their confidence and self-esteem as well. According to him, it improves social and interpersonal skills and enables them to work in group with various types of learners which at the same time develop their leadership skills. During collaborative learning, students can apply flipping learning to deepen and increase their rate of understanding and applications.

Flipped classroom is for providing learning resources such as articles, pre-reloaded videos and youtube links before the class. This helps students understand and assimilate better what is being taught in the class. Here emphasis is on application, skills and higher order thinking skills. Panopto (2021) contended that class time is dedicated to discussions, interactive exercises and independent work that would have previously been completed at home all under the guidance of the teacher, who is present and available to respond to any questions that may arise. On the other hand, Enfield (2013) contended that with flipped classroom students are encourages to move out of the class to learn anytime and anywhere at their pace. They can study material outside the class by reading, watching short pre-related video lecturers or research assignment through online such as online google.

Google classroom is an online learning that enable students learn through their peers. McGinnis (2021) advocated that Google gmail, Google calendar and Google docs are Google collaboration tools that have revolutionized the way we communicate, work together and store information online. The teachers and students make paper less sharing, assessments and digital collaboration.

The online classroom encourages students higher level thinking, increases problem solving skills, deepens understanding and group discussions among peers irrespective of gender and institution type.

### **Statement of the problem**

Business education as a dynamic programme that acquaints individuals with the relevant skills and competencies needed in the business world should match up with rapid changes resulting from current technological innovations and Covid-19 pandemic outbreak around the globe. Business education to continue to achieve its objectives of equipping graduates with the relevant skills required in in the business world has become a major concern to stakeholders of business education. The programme must be current with the changes in the globe. Bildfell (2015) lamented that there is mismatch between the teaching styles of today's teachers and the learning styles of today's students. According to him, in order to bridge the gap, the instructors and teaching assistants at the university level need to consider implementing innovative teaching practices. Business educators of 21<sup>st</sup> century should be more digitalized in order to produce graduates with relevant skills that can properly fit in to the present innovated business world. The problem of this study, therefore, is that the current global technological



innovations and pandemic outbreak have digitalized every facets of human endeavour especially the business world and graduates of business education programme are not gainfully employed due to lack of relevant skills needed to function effectively in the present day innovative business world.

### **Research Questions**

The following research questions guided the study:

1. To what extent is collaborative learning required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.
2. To what extent is flipped classroom required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.
3. To what extent is Google classroom required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

### **Research Hypotheses**

The following null hypotheses were tested at .05 level of significance:

- 1.H<sub>01</sub>: There is no significant difference in the mean ratings of male and female business educators regarding the extent collaborative learning is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.
2. H<sub>02</sub>: There is no significant difference in the mean ratings of business educators from universities and those of their counterparts from colleges of education regarding the extent flipped classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.
- 3.H<sub>03</sub>: There is no significant difference in the mean ratings of male and female business educators regarding the extent Google classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

### **Method**

Descriptive survey research design was adopted for the study. The study was carried out in Anambra State, Nigeria. The population for this study consisted of 114 business educators in all the tertiary institutions in AnambraState that offer business education as was obtained from the various departments of the institutions. A structured questionnaire developed by the researcher was used as an instrument for data collection. A validated instrument containing 30 items was used for the study. Pilot test was used to ascertain the reliability of the instrument. A reliability co-efficient of 0.76 was obtained using Cronbach Alpha reliability Co-efficient. Copies of questionnaire were administrated by the researcher with the help of two research

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assistants who were knowledgeable in the field of research. With the efforts of the researcher and her research assistants out of 114 copies of questionnaire distributed, 102 were properly completed and returned which were used for the study.

Arithmetic mean and standard deviation were used to analyze data related to the research questions and established the homogeneity or otherwise of the respondents. While inferential statistics (t-test) was used to test the hypotheses of the study at .05 level of significance. The decision rule was based on the real limit of numbers. Any item with mean rating of 2.50 and above was regarded as highly required and below 2.50 was regarded as lowly required. A null hypothesis was rejected if the calculated t-value is equal to or greater than the critical t-value, otherwise the null hypothesis was accepted.

## Results

### Research question 1

To what extent is collaborative learning required in business education programme in the 21<sup>st</sup> century in tertiary institutions in Anambra State.

**Table 1: Extent collaborative learning is required in business education programme in the tertiary institutions.**  
(N = 102)

S/N	Collaborative learning	$\bar{x}$	SD	Remarks
1	Encourages interaction and communication among students and teachers regardless of distance.	3.6	0.49	Highly Required
2	Provides students with the chances of working with people from different cultures.	3.8	0.42	Highly Required
3	Enables students work together in groups.	4.0	0.22	Highly Required
4	Helps students enhance their communicative skills.	3.9	0.29	Highly Required
5	Helps increase students' global awareness of the business world.	3.3	0.60	Highly Required
6	Helps students to be responsible for their action during teaching and learning processes.	3.6	0.92	Highly Required
7	Helps guide and supervise students work.	3.3	0.78	Highly Required
8	Imparts in students empathy, negotiation and problem solving skills.	3.5	0.67	Highly Required
	Cluster Mean	3.6		Highly Required



Table 1 shows that all the eight listed items in collaborative learning had mean scores that range from 3.3 to 4.0. This indicates that collaborative learning are highly required in business education programme in the 21<sup>st</sup> century. The cluster mean score of 3.6 shows that business educators in the tertiary institutions in Anambra rated collaborative learning as highly required in business education programme in the 21<sup>st</sup> century. Standard deviations of all the items are within the same range meaning that the respondents were homogenous in their ratings.

## Research question 2

To what extent is flipped classroom required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

**Table 2: Extent flipped classroom is required in business education programme in tertiary institutions.  
(N = 102)**

S/N	Flipped classroom	$\bar{x}$	SD	Remarks
9	Makes students active participants of the learning process by passing onus of learning in them.	3.4	0.49	Highly Required
10	Enables teachers delegate the role of resource provider to the students to take the responsibility of gathering concepts information	3.3	0.58	Highly Required
11	Encourages students to construct knowledge, fill in information gaps and make inferences on their own as and when needed.	3.5	0.52	Highly Required
12	Enables students study materials outside class by reading, watching short pre-recorded video lectures or researching assignments.	3.3	0.66	Highly Required
13	Helps students work in groups for active learning	3.6	0.50	Highly Required
14	Enable teachers have one to one time with the students.	3.5	0.62	Highly Required
15	Helps students learn at their own pace and in their own time.	3.2	0.64	Highly Required
16	Enable students have deeper understanding of the subject.	3.3	0.52	Highly Required



17	Helps parents access their children learning materials and their performance	3.1	0.66	Highly Required
	Cluster Mean	3.4		Highly Required

Table 2 reveals that all the items listed in flipped classroom had mean scores ranging 3.1 and 3.6 indicating that flipped classroom is highly required in business education programme in the 21<sup>st</sup> century. The cluster mean score of 3.4 shows that business educators in tertiary institutions in AnambraState were of the opinion that flipped classroom is highly required in business education programme in the 21<sup>st</sup> century. Standard deviations of all the items are within the same range showing that the respondents were homogenous in their ratings.

### Research Question 3

To what extent is google classroom required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

**Table 3: Extent Google classroom is required in business education programme in tertiary institutions. (N = 102)**

S/N	Google classroom	$\bar{x}$	SD	Remarks
18	Enhances students' communication with peers in another schools to share ideas.	3.9	0.4	Highly Required
19	Helps students source for additional materials relating to their course of study.	3.5	0.5	Highly Required
20	Enables students have access to many scholarly works that are used for research purposes.	3.9	0.35	Highly Required
21	Enhances students collaboration with teachers and students to improve learning.	3.7	0.47	Highly Required
22	Helps improve students grammar in research work.	3.3	0.45	Highly Required
23	Helps teachers save a lot of time and energy in talking.	3.4	0.93	Highly Required
24	Helps students get rid of paper consumption.	3.5	0.57	Highly Required
	Cluster Mean	3.6		Highly Required



Table 3 shows that all the seven items listed in Google classroom had mean scores ranging between 3.3 to 3.9 indicating highly required. The cluster mean score of 3.6 shows that business educators in tertiary institutions in Anambra rated Google classroom as highly required in business education programme in the 21<sup>st</sup> century. Standard deviations of all the items are within the same range indicating that the respondents were homogenous in their ratings.

### Hypotheses

Ho<sub>1</sub>: There is no significant difference in the mean ratings of male and female business educators regarding the extent collaborative learning is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

**Table 4: t-test analysis of male and female respondents mean ratings regarding the extent collaborative learning is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in Anambra State.**

Variables	N	Mean	SD	df	a	t-cal.	t-crit.	Decision
Male	36	3.6	0.35	100	.05	0.095	1.96	Not significant
Female	66	3.6	0.37					

Table 4 shows that the calculated t-value of 0.095 at 100 degree of freedom and .05 level of significance is less than the critical t-value of 1.96. This means that male and female business educators did not differ significantly in their mean ratings regarding the extent collaborative learning is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState. Therefore, the null hypothesis was accepted.

Ho<sub>2</sub>: There is no significant difference in the mean ratings of business educators from universities and those of their counterparts from colleges of education regarding the extent flipped classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

**Table 5: t-test analysis of university and college of education respondents' mean ratings regarding the extent flipped classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.**

Variables	N	Mean	SD	df	a	t-cal.	t-crit.	Decision
University	28	3.3	0.36	100	.05	-1.25	1.96	Not significant
Colleges of Education	74	3.4	0.36					



Table 5 shows that the calculated t-value of -1.25 at 100 degree of freedom and .05 level of significance is less than the critical t-value of 1.96. This implies that universities and colleges of education business educators did not differ significantly in their mean ratings regarding the extent flipped classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in Anambra State. The null hypothesis was, therefore, accepted.

Ho<sub>3</sub>: There is no significant difference in the mean ratings of male and female business educators regarding the extent google classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

**Table 6: t-test analysis of male and female respondents’ mean ratings regarding the extent google classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in Anambra State.**

Variables	N	Mean	SD	Df	a	t-cal.	t-crit.	Decision
Male	36	3.58	-0.30	100	.05	-0.14	1.96	Not significant
Female	66	3.59	-0.27					

Table 6 reveals that the calculated t-value of -0.14 at 100 degree of freedom at .05 level of significance is less than the critical t-value of 1.96. This indicates that male and female business educators did not differ significantly in their mean ratings regarding the extent google classroom is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState. The null hypothesis was therefore, accepted.

### Discussion

Findings of the study showed that business educators from tertiary institutions in AnambraState rated collaborative learning as highly required in business education programme in the 21<sup>st</sup> century. This finding agreed with Nwosu and Okoro (2020) who reported that collaborative learning approaches are required for equipping business education students in ImoState. This is also in line with the report of Pugach and Johnson in Laal, Kermanashahi and Laal (2013) that in education, collaboration has been the most effective teaching instruction to promote students, for the greatest number of learners. This could be as a result that collaborative learning encourages interaction and co-operation among students and teachers regardless of distance and cultural differences. Infact, students learn better and more comfortable working together in groups.

The findings of the study also showed that gender did not have any significant difference regarding the extent collaborative learning is required in business education programme in the 21<sup>st</sup> century in tertiary institutions in AnambraState.

Findings of the study indicated that business educators from tertiary institutions in AnambraState rated flipped classroom as highly required in business education programme in the 21<sup>st</sup> century. The findings agreed with Kennedy in Huang and Lin (2017) that in flipped learning, teachers intend to transport lecture content to home work, which can literally free up



valuable time to generate more active learning and higher-level cognitive task. Enfield in Huang and Lin (2017), in support of this stated that online sharing and collaboration among flipped teaching, learners are breaking barriers to help students learn the content, increase self efficacy and construct learning experiences through the materials created. This could be due to the fact that in flipped classroom students are encouraged to work in group, construct knowledge, fill in information gaps and make inferences on their own as and when needed.

The findings of the study also indicated that business educators from universities and those of their counterparts from colleges of education did not differ significantly in their mean ratings regarding the extent flipped classroom is required in business education programme.

The findings of the study further revealed that business educators rated Google classroom as highly required in business education programme in 21<sup>st</sup> century. The finding of this study contradicted the report of Azhar and Igbal (2018) that Google classroom has no significant impact on overall teaching. The interface of Google classroom is not viewed as user-friendly by the teachers. On the other hand, the findings is in line with the report of Martinez–Mones, Reffay, Torio and Cristobal (2017) that Google empowers, offers a great range of choice to students in terms of compatibility with reading and educational devices. This could be due to the fact that Google enhances students communication with peers in another schools to share ideas and enables them have access to many scholarly works that are used for research purposes.

The findings further revealed that gender did not have any significant difference in the mean ratings regarding the extent Google classroom is required in business educations programme in the 21<sup>st</sup> century in tertiary institutions.

## **Conclusion**

Based on the findings of this study, it was concluded that innovative strategies are highly required in business education instructional delivery to enable the programme meet up with the challenges of the 21<sup>st</sup> century. The use of innovative strategies in business education in the current pandemic and technological dispensation will contribute immensely to the attainment of the programme goal of equipping students with the relevant skills required in present day automated offices.

## **Recommendations**

Based on the findings of the study, the following recommendations were proffered:

1. Lecturers in tertiary institutions should employ innovative strategies in business education instructional delivery to equip students with the necessary skills required in the present day business world.
2. Institutions should strictly monitor and ensure full adherence to the implementation of innovative strategies for effective teaching and learning.
3. Government should make fund available for the purchase and adequate provision of necessary facilities and equipment needed for innovative teaching.



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## ADAPTABILITY TO EVOLVING OFFICE TECHNOLOGY AMONGST OFFICE MANAGEMENT AND TECHNOLOGY GRADUATES OF RIVERS STATE UNIVERSITIES

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### Abstract

*The study examined the adaptability to evolving office technology amongst Office Management and Technology (OMT) graduates of Rivers State Universities. The research design adopted in this study was the descriptive survey design. The sample of the study consisted of 85 OMT Graduates of Ignatius Ajuru University of Education (IAUE) and Rivers State University (RSU), Port Harcourt. The instrument for data collection was a structured questionnaire titled "Questionnaire on Adaptability to Evolving Office Technology (QUAOET)". A four-point rating scale of Very High Level (VHL) – 4 points, High Level (HL) – 3 points, Moderate Level (ML) – 2 points and Low Level (LL) -1 point was used to rate the responses, while the instrument was validated by three experts in Business Education. The reliability of the instrument was established by test-retest method, using Pearson Product Moment Correlation and a correlation coefficient of .81 was obtained. The data obtained was analyzed using mean and standard deviation to answer the research questions, while the null hypotheses were tested using t-test at 0.05 level of significance. The study revealed high levels of change anticipation and adaption of evolving office technology amongst OMT graduates of Rivers State Universities. It was concluded that OMT graduates are adaptable to evolving office technology. The study recommended that OMT graduates should leverage the internet, for learning and monitoring technological developments and evolutions relevant to their field of work, while employers should make provision for frequent training and workshop sessions to keep employees abreast of new and evolving technologies such as available versions of software programmes and applications that may be applied to troubleshoot and carry out work procedures for better work efficiency.*

**Keywords:** *Adaptability, Evolving Technology, Change, Office Management and Technology, Innovation.*



## **Introduction**

The modern office outlook is one that is characterized by the use of modern technological tools that require an employee to develop both soft and hard skills to fully operate the office. An office may therefore be moderately or highly technology inclined, depending on its operations. Some common technologies used in the office are basic office machines such as computers, scanners, printers, photocopiers, telephone systems, internet facilities, Paper shredders, vending machines, document feeders, computer software, external storage devices, cloud/edge storage solutions, smart boards and projectors. Nowadays, modern technologies found in offices are far reaching and may include pens, wrist watches and glasses that could record meetings, chairs and tables that may be adjustable to a standing position, treadmill desks, 3D printers, and Voice over Internet Protocol (Voip) solutions such as Google Voice, Vonage, ooVoo, Viber, Skype, Facebook messenger, Team Talk, mumble, Discord and jitsi. Ahmed 2019 described the office as the hub of ideas that make a business unique, adding that an office is an extension of a brand, and not just a physical place where business activities take place. By this, office/secretarial duties may be carried out remotely over the phone and other mobile gadgets outside the regular office setting.

It is now obvious that technology and its advancement cannot be separated from the office scene. Koko and Dambo (2007) asserted that technology has come to stay and therefore concerns should be directed on how best to nurture and sustain it. According to Nakib (2012), technology is characterized by a continuous accelerating trend and its evolution springs from users' needs and the surrounding socio-cultural and demographic changes, market demands, climate variability, regulations, and aesthetic tendencies. Today's work environment is characterized by changing work patterns caused by technological dynamics and the need for adaptive workers has become increasingly high as well. (Pulako, Arad, Donovan & Plamondon, 2011). The OMT graduate who manages an office is therefore expected to develop skills to enable them adapt in changing technological environments and work patterns to survive in today's office setting, because, according to Akpomi and Ordu (2009) and Penkoski (2020), office technology and its successful use is only as good as the people behind it. Also, as the future of work evolves, higher value is placed on talent and reskilling, as human-centered design techniques are being combined with leading-edge technologies to create new interfaces that may move from keyboards to touchscreens, voice commands, and beyond. Therefore, the knowledge era compels OMT graduates to possess and develop creative skills and abilities to adapt to changing technology (Iwuoha and Ebenezer-Nwokeji, 2018).

The term Adaptability could generally be seen as the ability to adjust to changing circumstances. Dolata (2009) wrote that new technologies present opportunities for transformation which enable us to identify the technology-based pressure to change and adapt to the structural, institutional, and organizational changes, while adaptability helps us to detect, anticipate and adopt this technology-based pressure. According to Dolata, the interplay between evolving technology and adaptability creates transformation, through anticipative and smooth adoptions of change. Infact, Boss (2015) put it this way: the ability for workers and organizations to adapt to changes in their environments, stay relevant and avoid obsolescence is the defining characteristic between success and failure, growth and stagnation, business and bankruptcy. He added that adaptable people are those who anticipate change, accept change, experiment, are optimistic, do not complain and blame, are

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curious, open minded and stay up to date with current trends. Cleverism (2019) referred to adaptability as a natural and necessary skill which enables a person to change his actions or approach to doing things in order to suit new situations, or being able to effect changes in a course of action with smoothness and timeliness, without any major setbacks. EmployeePedia (2017) described adaptability as the ability to adjust to unexpected situations in the environment and staying connected with a positive attitude. (Fiorentino 2019) also defined adaptability as a personality trait that describes how a person relates to and interacts with changes in the world around them and how it affects job performance. To Burns, William and Freeman (2010) adaptability is developed not only through training, but also through education and experience. In their report, training, education, and career development is the key to producing more adaptable individuals and, through them, more adaptable organizations and institutions that will foster and sustain adaptability as a valued competency. EmployeePedia (2017) mentioned that, to achieve adaptability, goals have to be set for the employees and these goals that may help achieve employee adaptability include: Learn new tricks and techniques that help build confidence, look for new ways of handling multiple tasks and tolerating time pressures, show willingness to learn new skills that increase efficiency through self-development seminars and trainings, learn to accept all types of change in workloads and changing environments, think creatively outside job descriptions, explore new avenues, prioritize and innovate methods to handle new tasks and challenges.

Amesi, Akpomi and Okwuanaso (2014) proposed the “learning by inquiry” strategy, which focuses on developing skills through observing and eventually by practicing. This strategy may be tied to attachment to professionals or on-the-job training. According to the authors, Information and Communication Technology learning and acquaintance for the work place may begin with students’ industrial attachment/training. Mercer (2019) highlighted that with the accelerating pace of technological change, many employees find themselves rushing to keep up with new software, programs and technological processes implemented in the workplace, so that even young employees who enter the workplace with advanced technological skills can find themselves quickly falling behind the technological curve. Mercer therefore proposed regular and continuous technological training as the way out of being left behind but staying ahead of the curve instead. This in the opinion of Amesi, Akpomi and Okwuanaso (2014) should begin from when the OMT graduates are still in school. Amesi and Akpomi (2014) also proposed the mentoring strategy as an approach to people and professional development through formal trainings for new and existing employees on the job. TekPartners (2017) warned that, because globalization and technologies have created a need for organizations to find new methods of operating efficiently, employees must also become flexible and find ways to evolve within their roles.

Technological evolution brings with it, new and challenging interfaces that require organizations to evolve along with it. Office Management and Technology is a programme that was generally designed to prepare students for secretarial employments which expose them to the use of technologies, but in contemporary times, the relevance of the secretarial profession has been questioned strongly, since new technologies are said to have reduced the secretary’s tasks, so that everyone is able to carry out secretarial functions with the help of technological applications. As a result, according to Olayanju (2016) the secretarial cadre in some offices in Nigeria is being phased out and some organizations do not replace any secretary that retires or dies while still on the job, neither do they advertise for employment in the secretarial cadre.



However, Ngwane and Ngwane (2015), citing the Durban University of Technology, South Africa, exposed a hope for the OMT graduates. He affirmed that OMT graduates are trained for and can easily secure national and international administrative positions such as: Personal Assistant, Executive Assistant, Office Co-ordinator, Office/Administrative Manager, Administrative posts in the fields of Human Resource, Legal and Accounting. Office managers as Sunday (2013) would refer to OMT graduates, are administrative assistants and could be employed in organizations of every type. They are employed in firms providing services ranging from education and health to legal and business services. Other firms where Office managers may be employed are manufacturing, construction, wholesale and retail trade, transportation, communication, banking, insurance investment, real estate firms, as well as Federal, State, and Local Government agencies.

This study is therefore targeted at OMT graduates who may be employed in any of the above listed positions and fields of work. This means that they are expected to carry out office operations using modern office technologies. For example; a Personal Assistant who may be used to corresponding with a head branch or a highly esteemed customer organization by email may, at some point be required to join an international video conference irrespective of one's location and time zone.

Patil and Pradhan (2020) informed that in the year 2020, a host of technological trends are poised for greater adoption; businesses across the globe need to anticipate technological evolutions that may affect business decisions. These changes include Artificial Intelligence (AI), Edge Computing, Automation, 5G, Cybersecurity and the Internet of Things (IoT). To face the uncertainties resulting from technological changes, organizations need to build a culture and capacity for innovation, recognize the impact of new technologies and have the foresight to incorporate appropriate new technologies in advance of negative impacts resulting from technological change. Boss (2015) identified a common unwillingness to adopt change simply because of the newness surrounding it. This unwillingness according to the author typically stems from lack of self/situational awareness, poor communication, decisions, lack of accountability, etc.

### **Statement of the Problem**

In modern days, it is uncommon to find non-computerized offices. Moreso, technologies used for information and knowledge processing, storage, retrieval and sharing, goods and services production, advertising, marketing, selling and even internet usage are bound to change. As they change, they create alongside, a need for change/upgrade in skills, methods and processes by which work is done. OMT graduates who occupy positions such as Secretary, Personal Assistant, Office Assistant and administrative officer are expected to change alongside. Research has revealed that, often, people resist automation and new technologies for fear being redundant, fear of increased responsibilities and work demands, fear of commitments and fear of loss of job due to incompetence. (Robbins 2014; Boss, 2015 & Bayerl, 2017), From the look of technological growth, evolution pace and acceptance, technology has come to stay with us. Therefore this study sought to answer the question: What is the level of adaptability of OMT graduates of Rivers State Universities to evolving technologies in their work environments?



### **Purpose of the study**

The main purpose of the study was to examine the level of adaptability to evolving office technology amongst OMT graduates of Rivers State Universities. Specifically, the study sought to:

1. Determine the level of change anticipation in evolving office technology amongst OMT graduates of Rivers State Universities.
2. Determine the level of adaptation to evolving office technology amongst OMT graduates of Rivers State Universities.

### **Research questions**

The following research questions were posed to guide the study:

1. What is the level of change anticipation in evolving office technology amongst OMT graduates of Rivers State Universities?
2. What is the level of adaptation to evolving office technology amongst OMT graduates of Rivers State Universities?

### **Hypotheses**

The following null hypotheses were tested at .05 level of significance:

1. There is no significant difference in the mean ratings of OMT graduates of Ignatius Ajuru University of Education and Rivers State University on the level of change anticipation in evolving office technology.
2. There is no significant difference in the mean ratings of OMT graduates of Ignatius Ajuru University of Education and Rivers State University on the level of adaptation to evolving office technology.

### **Method**

The research design adopted in this study is the descriptive survey design. The population of the study consisted 60 Office Management and Technology graduates of Ignatius Ajuru University of Education, Port Harcourt (IAUE) and 25 Office Management and Technology graduates of Rivers State University, Port Harcourt (RSU), who are currently postgraduate students in OMT and are expected to hold positions in the mentioned areas. The population sums to 85 OMT graduates in the 2016/2017 academic session. The entire population was adopted as the sample since the number was manageable. The instrument for data collection was a structured questionnaire titled "Questionnaire on Adaptability to Evolving Office Technology (QUAEOT)". The questionnaire contained 10 items in relation to the research questions. A four-point rating scale of Very High Level (VHL) – 4 points, High Level (HL) – 3 points, Moderate Level (ML) – 2 points and Low Level (LL) -1 point was used to rate the responses. The instrument was validated by three experts in Business Education. The reliability of the instrument was established by test-retest method, using Pearson Product

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Moment Correlation and a correlation coefficient of .81 was obtained. The instrument was administered to the respondents by the researcher, with the help of research assistants. 71 copies of the instrument were completed and used for the study; 52 Copies from Ignatius Ajuru University of Education, Port Harcourt (IAUE) and 19 from Rivers State University (RSU), Port Harcourt were analyzed using mean and standard deviation to answer the research questions; a mean score of 2.50 was used as the benchmark for acceptance, all mean scores higher than the benchmark of 2.50 represent high level, while mean scores lower than the benchmark of 2.50 represent low level. The null hypotheses were tested using t-test at 0.05 level of significance.

## Results

### Research Question 1

What is the level of change anticipation in evolving office technology amongst Office Management and Technology graduates of Rivers State Universities?

**Table 1: Mean ratings on the level of change anticipation in evolving office technology amongst Office Management and Technology graduates of Rivers State Universities.**

**N=71**

S/N	STATEMENTS	IAUOE		RSU		GM	Remark
		X̄	SD	X̄	SD		
	The following statements describe my change anticipation level at work:	52		19			
		X̄	SD	X̄	SD		
1	Curiosity to learn new things.	2.87	1.69	3.16	1.78	3.01	HL
2	Browsing the internet, reading websites and publications to learn and monitor technological developments relevant to my field of work.	2.38	1.54	2.42	1.56	2.40	LL
3	Seeking information on new technologies that that have been introduced.	2.46	1.57	2.47	1.58	2.47	LL
4	Asking your IT Support Assistant to teach you how to troubleshoot to solve minor problems.	3.12	1.77	3.42	1.85	3.27	HL
5	Asking your Technical Team to explain new developments in technology and how they affect your work.	2.75	1.66	2.63	1.62	2.69	HL



6	Sourcing for trainings and workshops within and outside the organisation and seek possibilities of attending.	2.67	1.63	2.95	1.72	2.81	HL
<b>Total Mean/SD</b>		<b>16.25</b>	<b>9.86</b>	<b>17.05</b>	<b>10.11</b>	<b>16.65</b>	
<b>Grand Mean/SD</b>		<b>2.71</b>	<b>1.64</b>	<b>2.84</b>	<b>1.69</b>	<b>2.78</b>	<b>HL</b>

Source: Field data 2020.

The data in table 1 showed that statements 1, 4, 5, and 6, with mean scores of 3.01, 3.27, 2.69 and 2.81 were rated high. On the other hand, statements 2 and 3 with mean scores of 2.40 and 2.47 respectively were rated low. The grand mean of 2.78 however, revealed a high level of change anticipation in evolving office technology amongst Office Management and Technology graduates of Rivers State Universities.

### Research Question 2

What is the level of adaptation to evolving office technology amongst Office Management and Technology graduates of Rivers State Universities?

**Table 2: Mean ratings on the level of adaptation to evolving office technology amongst Office Management and Technology graduates of Rivers State Universities.**

S/N	STATEMENTS	IAUOE		RSU		GM	Remark
		X̄	SD	X̄	SD		
	The following statements describe my level of adaptation to evolving office technology at work:						
		52		19			
		X̄	SD	X̄	SD		
7	Application of newly learned technical skills to improve job efficiency.	2.87	1.69	3.21	1.79	3.04	HL
8	Explore available versions of programmes/applications and adopt the best option to manage work activities.	2.31	1.52	2.26	1.5	2.29	LL
9	Ability to study and work with new technological equipment for new or changing work procedures.	2.55	1.6	2.58	1.61	2.56	HL



10	Having a positive attitude towards changing office patterns and technological interface	2.55	1.59	2.58	1.61	2.56	HL
11	Avoid job responsibilities when they involve the use of new technologies	2.48	1.58	2.0	1.41	2.24	LL
<b>Total Mean/SD</b>		<b>12.76</b>	<b>7.98</b>	<b>12.63</b>	<b>7.92</b>	<b>12.69</b>	
<b>Grand Mean/SD</b>		<b>2.55</b>	<b>1.60</b>	<b>2.53</b>	<b>1.58</b>	<b>2.54</b>	<b>HL</b>

Source: Field data 2020.

The data in table 2 showed that statements 7, 9, and 10, with mean scores of 3.04, 2.56 and 2.56 respectively were rated high. While statements 8 and 11 with mean scores of 2.29 and 2.24 revealed a low level exploration and adaptation of available versions of programmes/applications to manage work activities. Statement 11, which has to do with avoiding job responsibilities when it involves the use of new technologies was also rated low. The grand mean of 2.54 eventually revealed a high level of adaptation to evolving office technology amongst Office Management and Technology graduates of Rivers State Universities.

### Hypothesis 1

There is no significant difference in the mean ratings of Office Management and Technology graduates of Ignatius Ajuru University of Education and Rivers State University on the level of change anticipation in evolving office technology.

**Table 3: t-test result of the difference in mean ratings of Office Management and Technology graduates of Ignatius Ajuru University of Education and Rivers State University on the level of change anticipation in evolving office technology**

Group	N	Mean	SD	Df	L/significance	t-cal	t-crit	Decision
IAUE	52	2.71	1.64	69	.05	-0.29	1.98	Accepted
RSU	19	2.84	1.69					

Source: Field data 2020.

The result in table 3 shows that at degree of freedom 69 and level of significance of 0.05, the T-calculated value of -0.29 is less than the t-critical value of 1.98. Thus hypothesis 1 is accepted, meaning that there is no significant difference in the mean ratings of Office Management and Technology graduates of Ignatius Ajuru University of Education and Rivers State University on the level of change anticipation in evolving office technology.



## Hypothesis 2

There is no significant difference in the mean ratings of Office Management and Technology graduates of Ignatius Ajuru University of Education and Rivers State University on the level of adaptation to evolving office technology.

**Table 4: t-test result of the difference in mean ratings of Office Management and Technology graduates of Ignatius Ajuru University of Education and Rivers State University on the level of adaptation of evolving office technology**

Group	N	Mean	SD	Df	L/significance	t-cal	t-crit	Decision
IAUE	52	2.55	1.60	69	.05	0.05	1.98	Accepted
RSU	19	2.53	1.58					

Source: Field data 2020.

The result in table 4 shows that at degree of freedom 69 and level of significance of 0.05, the T-calculated value of 0.05 is less than the t-critical value of 1.98. Thus hypothesis 1 is accepted, meaning that there is no significant difference in the mean ratings of Office Management and Technology graduates of Ignatius Ajuru University of Education and Rivers State University on the level of adaptation to evolving office technology.

## Discussion of Findings

The findings on Research Question 1 with respect to the level of change anticipation in evolving office technology amongst Office Management and Technology graduates of Rivers State Universities revealed that there is no significant difference in the mean ratings of the respondent groups. The study revealed a high level of curiosity to learn new things and a high dependence on technical or IT support assistants to learn about evolving technologies relating to their field of work and to troubleshoot to solve minor problems at work, rather than browse the internet to get information on websites and publications to learn new technological developments that have been introduced. This finding supports the interpretation of Boss (2015) that adaptable people are those who anticipate change, accept change, experiment, are optimistic, curious, open minded and stay up to date with current trends. The study is also in line with EmployeePedia (2017) who mentioned that Office Management and Technology graduates should exhibit qualities and ability to learn new tricks and techniques of handling multiple tasks, Show willingness to learn new skills that increase work efficiency and accept change in workloads and work environments as adaptable employees.

The findings on Research Question 2 with respect to the level of adaptation to evolving office technology amongst Office Management and Technology graduates of Rivers State Universities also revealed that there is no significant difference in the mean ratings of the respondent groups. Findings revealed a high level of applicability of newly learned skills, high level ability to work with new technological equipment for changing work procedures and a high level of positive attitude towards evolving technological interfaces. The study also found a low level avoidance of job responsibilities due to involvement of new technologies. This is a positive outcome which depicts a high level of adaptation to evolving office technology amongst OMT graduates. This finding does not correspond with Robbins (2014) and Boss (2015), who identified a common unwillingness and resistance of new technologies amongst administrative employees to adopt change simply because of the newness surrounding it, or



for fear being redundant, fear of increased responsibilities and work demands, fear of commitments, fear of loss of job due to incompetence, etc. TekPartners (2017) however updated that, because globalization and technologies have created a need for organizations to find new methods of operating efficiently, employees are also finding ways to become flexible and evolve within their roles. Also, Mercer (2019) highlighted that with the accelerating pace of technological change, many employees find themselves rushing to keep up with new software, programs and technological processes implemented in the workplace.

### **Conclusions**

Based on the findings of this study, it was concluded that Office Management and Technology graduates of Rivers State Universities are adaptable to evolving office technologies, showing high levels of change anticipation and adaptation to evolving office technologies for enhancing work efficiency.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Office Management and Technology graduates should leverage the internet, knowing that the world is at a speed age and regular browsing of the internet, reading websites and technological publications to learn and monitor technological developments and evolutions relevant to their field of work is highly needed in order to remain in the technological curve.
2. Since study has shown that workers would rather seek knowledge of technological developments and skills through trainings and workshops received from within or outside the organization, employers should make provision for frequent training and workshop sessions to keep employees abreast of new and evolving technologies such as available versions of software programmes and applications that may be applied to troubleshoot and carry out work procedures for better work efficiency.

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## **DIGITAL EMPLOYABILITY SKILLS REQUIRED BY FUTURE SECRETARIES FOR OPTIMUM PRODUCTIVITY IN BUSINESS ORGANIZATIONS**

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### **Abstract**

*The advances in Information and Communication Technology combined with lifestyle trends, points to a future workforce that is more productive and more capable than ever before. Employers of labour are presently on the lookout for future secretaries who possess digital employability skills for optimum productivity in business organizations. This paper therefore, is a literature review aimed at identifying digital employability skills required from future secretaries for optimum productivity in business organizations. Digital employability skills required by future secretaries for optimum productivity include: electronic record management, application of photo based social media, the use of video based social media among others. The researchers recommend that: the curriculum used for the training of secretaries should be reviewed to include skills in electronic records management procedures, training institutions should be adequately funded to enable them install modern ICT equipment for effective training and proper acquisition of social media application skills, short training programmes should be organized for secretaries at intervals to enable them keep abreast of new technologies in the office among others.*

**Keywords:** Employability, Secretaries, Skills, Productivity

### **Introduction**

Disruptive innovation and new opportunities and challenges in the world of work are some of the examples of the impact of the fourth industrial revolution. Today, organizations have moved forward using digital technologies such as the internet of things, artificial intelligence and big data. Many jobs will automatically be with digital technologies, (Manyika, Lund, Chui, Woetzel, Batara and Sanghvi, 2017). The authors assert that less than 5 percent of jobs will be fully automated; however, about 60 percent of work will be semi-automated. The authors further stated that over the next few years, the employment landscape will change, with the world of work emphasizing the importance of digital employability skills as regards the employment of secretaries.



Organization for Economic Co-operation and Development (OECD) (2019), asserted that occupation specific skills are no longer sufficient for graduates of Office Technology and Management to meet the needs of digital world of work, and that, it takes a set of employability skills. Employability skills and qualifications will be able to contribute positively in the digital age workplace. Many jobs in the digital business will be required to have more complex skills known as employability skills. These skills are personal qualities that make people employable. They are sometimes referred to as soft skills, transferable or non-technical skills because they are different from technical knowledge and skills and can be applied to almost any job in any industry (Chowdhury & Miah, 2019). Demands of the new contexts and trends such as current day industry requires OTM graduates who can fulfill the demands of the new contexts and trends, such as digital business. Higher vocational education institutions are increasingly expected to engage with the challenges of the digital business world. Employability skills are not just to get a job, but also how to succeed and survive in a career in the work place. Higher vocational educational institution are often criticized for not preparing graduates of OTM who are supposedly future secretaries with various skills according to the contexts and trends in the current world of work. The facts show that there is employability skill gap between those possessed by the graduates and those needed by the world of work (Jewell, Reading, Clarke & Kippist, 2020). Graduate employability has become one of the central issues since the last two decades. Training institutions need to make various efforts to meet the identified challenges one of which is by making a grand design to develop students' employability skills.

The functions of the secretary has become broader in recent times. The secretaries' responsibilities in utilizing digital skills in the performance of their duties cannot be overemphasized. Ubulom, in Okpokwasili (2018) stated that the duties of a secretary have gone beyond performing the normal daily official routines. According to the author, secretaries who work in today's automated office environment are expected to acquire digital skills in order to be proficient in their duties.

Although technology have revolutionized the traditional roles of secretaries, professional secretaries with digital skills are highly indispensable in any establishment since secretarial roles are the pivot of office activities (Olagunju, 2015).

Yakubu and Ugwu (2015), asserted that the efficiency and effectiveness of the secretary in every business organization depends largely on the availability of office technologies as well as digital skills and competencies of the secretary to handle these office technologies. The authors further stated that the current automated offices have made it that, for the secretary to be relevant and functional in the office of today and the future, she must be competent in manipulative technology, communication and professional skills.



For future secretaries to thrive, certain skills are required for their effective operation. Hull in Ugwuanyi (2014) defined skill as manual dexterity through repetitive performance of an operation. It is an organized sequence of actions and proficiency executed and usually displaying a flexible but systematic temporal patterning. To possess a skill is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice. Skill comprises of the two general components – the knowledge component and the activity component. The knowledge component is the underlining theory that backs a skill without which the activity component will be meaningless (Ugwuanyi, 2014). The knowledge and skills learnt by OTM graduates in formal schools are not adequate to meet every demand of their daily activities. As a result of this, there is need for continuous improvement as human learning is continuous and lifelong. More so the tremendous rates at which scientific and technological changes are taking place make it essential for secretaries to constantly learn and re-learn new skills through training.

The Office Technology and Management education offered in the Polytechnics and few universities emphasizes the acquisition of skills needed to manipulate office machines and serve as supporting staff to management of organizations where they are employed. (Igbinedion 2012). Government in collaboration with UNESCO reviewed the secretarial education curriculum with a view to keeping pace with modern realities with emphasis on technology revolution thereby renaming the course from Secretarial Studies to Office Technology and Management. Office Technology and management is an efficient, effective, productive and functional education which leads to self employment, self reliance, paid employment and consequently, self actualization (Ezeahurukwe and Omale 2017). Office Technology and Management is a programme designed to equip students with secretarial skills for employment as office managers in various organizations. Students in the programme will be offered professional, foundation and general education courses, which will enable them, acquire vocational and interpersonal skills in Office Technology and Management for effective work competencies and optimum productivity (UNESCO – Nigeria Project 2014).

### **Electronic Record Management Skills for Future Secretaries**

An electronic record is a record that can be manipulated, transmitted or processed by a computer (International Records Management Trust IRMT 2011). It is written on magnetic or optical medium (including magnetic tapes, Cassettes, CD-Roms, hard disks e.t.c) recorded in binary code, accessed using computer software and hardware. This can be easily manipulated either updated, deleted e.t.c. Tafor, (2016) defines electronic records as that records that are dependable on relevant machines for access or reading through computer software and hardware. McDonald, (2018) opined that an electronic record is an intangible soft record created, managed, shared and preserved through the usage of an information and communication Technology ICT System. The Author asserted that the term electronic records reflects the reality of today's world of work where most activities depend on the availability of machines. Electronic records management often referred to as ERM or Records Information Management (RIM) is an essential part of organizational business compliance effort. The ability to digitize records saves time, money and physical space.



Wamukoya and Mutula (2014), observed that lack of knowledge about electronic records keeping and management is a major obstacle in the employment of secretaries today and in the future. Records should always be available, protected and managed effectively so as to ensure effective performance of job in modern office. This according to the authors is true because records by their very nature provide proof of the activities of the organization or personnel records. Records support the effective and efficient management of establishment, therefore an indispensable skill required of future secretaries.

Mnjama & Wamukoya (2015) opined that records are valuable assets that need to be managed and protected. Besides providing essential evidence of organizational activities, transactions and decision making, records also support business functions and are critical for the assessment of organizational performance. Without reliable records, organizations cannot effectively manage and record their transactions to measure their level of productivity.

According to World Bank (2017) records provide a reliable legally verifiable source of evidence of organizational decisions and actions. They document compliance or non-compliance of organizational aims and objectives, rules and procedures. Records play a crucial role in almost all human endeavors and they are essential to all business and social interactions.

The major electronic record used in organizations are electronic organizer which is a record keeping device brought about by Information and Communication Technology. It was formally an address book but now developed into small electronic machine with fax accessories not only for sending and receiving messages but also sorting information such as address, phone numbers, appointments any other information than can be recorded on a diary (Baba, 2018).

Another electronic record keeping device is the magnetic Disk. This comprises of hard disk and floppy disk. The hard disk is a device that provides a long term and high speed storage which lasts longer and is more expensive than the floppy disk. Floppy disk is a removable disk that is used to store and re-create information. This device can be accessed electronically and they are of various sizes and storage capacities. Hard disk drive is most often used to store information such as application on programmes that are frequently accessed by users.

Compact disk popularly known as CD was introduced for the recording of music but quickly became useful in computing.

Magnetic tape and tape cartridges are generally associated with mainframe or minicomputers. The records residing in computers are increasingly being transferred to tape on larger computers to provide a backup copy. Computers often use cartridges or streaming tape for a backup instead of floppy disks. Magnetic tape is coated with an emulsion of magnetic oxide particles. Other chemicals are also used in the manufacturing process to give the tape good operation characteristics such as flexibility, conductivity and softness. The computer magnetic tape is a fragile medium, highly susceptible to generation of error by improper care and handling.



Future secretaries who is to contribute to maximum productivity of their organizations should be abreast of proper care and handing and maintenance of the magnetic tape knowing that even under ideal conditions of controlled storage, it is not expected to retain data in a readable state longer than ten years. Future secretaries should therefore have proper backup to avoid loss of information. (Baba, 2018). The author further stated that optical disk technology offers a stable media environment compared to magnetic hard drives. Read/write optical disk systems provide a supplement or alternative to magnetic storage media in a broad spectrum of data and document storage applications which the secretary handles on a daily basis. These systems permit the direct recording of information which the secretary generates by keyboards, document scanners and other input devices. They can also record information transferred from magnetic media and other optical media or download from a mainframe.

### **Photo Based Social Media Skills for Future Secretaries**

For OTM graduates to remain relevant in tomorrow's office, there is need for the acquisition of skills on the application of photo based social media resources. Photo based social media resources is a great resource that can enhance secretaries duties in the modern office for optimum productivity (Pavlik, 2015). Social media and technology are integral parts of daily office routine and integrating the use into the classroom and office is more natural than before. Social media platform offers many different ways to be used for learning and working, sharing announcement in form of circular letters, memo, bulletin and more. Over the last few years, the explosion of image-based social media sites like tumbler, Pinterest and Instagram have understood the old saying "image is everything" and text only media as a result is quickly becoming outdated. Thus, where social media strategy is concerned, brands are beginning to focus more time, effort and resources on image based social media hoping that the rising popularity of these sited will boost online engagement and interaction.

One of the reasons for the boom in image e-based social media is the prevalence of smartphone photography. An increasing number of smartphone users mean more people are empowered to take their own pictures and also enhance them dramatically through artistic filters and this translates into more people felling compelled to share their photos and look at those taken by others. Psychologically, clients love imagery and seeing visually appealing things creates positive emotions. Most people between 65 and 85 percent also describe themselves as visual learners forming meaning and organizing thoughts based on what they see more so that what they need. This explains the popularity of pinterest as more users choose to follow organizations based purely on the organizational images they post, rather than on the user's profile or background. Images centric social media, therefore has become a powerful force in boosting organizational image and activities. It is a game changer which has already proven itself: According to recent statistics, pinterest is the fastest growing social network today, and Instagram has grown to 40 million users worldwide in just two years. Other image-based platform are also coming to the fore such as Mobil which takes inspiration from Instagram but itself as a visual engine that enables users to see a 360-degree view of what other people are doing around the world in various places and times. Even Facebook launched its own version of pinterest with its pinview app which allows users to see their Facebook timelines in a pinboard – style format.



The photo based social media resources for the performance of secretarial duties for tomorrow's OTM graduate secretaries include:

Facebook which is an American online social media and social networking service based in Menlo park, California and a flagship service of the namesake company Facebook Inc. it was founded by Mark Zukerberg, alongside fellow Harvard College students and roommates Eduardo Saverin, Andrew Mccollum, Dust in Moskovitz and Chris Hughes (Ugwoke B.C).

WhatsApp messenger, or simply WhatsApp is an American freeware, cross platform messaging and voice over service owned by Facebook, Inc. it allows users to send photos, text messages and voice messages, make voice and video calls, send documents to individuals, organizations and other media. WhatApps client application runs on mobile devices but is also accessible from desktop computers as long as the user's mobile device remains connected to the internet while they use the desktop or laptop. The service requires users to provide a standard cellular mobile phone number for registering with the service. In January 2018, WhatsApp released a standalone business app targeted at small business owners called WhatsApp Business to allow companies to communicate with customers who use the standard WhatsApp client. (Matsumoto, 2017).

The Author further stated that it has become the primary source of electronic communication for advertising, sending notice, sales promotion e.t.c in countries and locations including America, Asia, Large parts of Europe and Africa. The underlying purpose of WhatsaApp is to facilitate communication and at its most basic level business is nothing but communication WhatsApp can provide a channel through which business enterprises can achieve faster services communication with customers all over the world and provide avenue for promoting organizational activities. Unfortunately some secretaries still find it difficult to combine these features. For secretaries to continue to be relevant, there is need to possess ability in this regard.

Some of the ways of utilizing WhatsApp are: Use of group chats features for meeting with clients, making audio advertisement and sending directly to customers, stay in contact with customers outside your location, send pictures and other graphics like charts directly to customers, facilitate real-time communication among organization workers and clients, sending minutes, memos, bulletin, newsletter e.t.c.

#### **Video based Social Media Resources for Future Secretaries**

Video, the moving image has been keeping us entertained well over a century. Today, however a look at any social media platform will display video clips that give clues about businesses. Video based social media resources has influenced the ways in which messages are communicated on the social media. Infact, video has become one of the most teaching and learning and advertising channels on the social media. The importance of video content is rising rapidly and it is particularly prevalent in the social media video tutorial learning. Video content is now integral to teaching and learning organizational behavior (Aichner, 2015).



Graduates of OTM can greatly benefit from the use of video based social resources for many things in the office as this helps secretaries to have access to replay or watch videos related to secretarial practice and principles. As the popularity of social media has risen over the last few years, office procedures have seen a shift as well. Secretaries now have access to any area of office procedure which they do not understand through YouTube channels where they can download related video which can aid their understanding. There are more than one billion users on YouTube, which makes up nearly one third of the total internet users. However, more than 500 million hours of videos are watched on YouTube daily (Chen, 2018). Video use is not just limited to YouTube either. Over 80 percent of twitter users watch video content and more than 500 million people watch videos on Facebook everyday.

Social media is continuously changing the way we communicate and consume information. The most successful online learning system is delivering content consistently through multiple social media channels. It comes as no surprise that with all the content that is posted across these channels, that visual content is more than 40 times likely to get shared than all-text content, video is no exception. It is becoming an increasingly important part of the promotional artillery with 65 percent of educational programme considering it the most engaging channel for studying new techniques in business as well as secretarial practice. (Obar & Wildman 2015).

Video is a fantastic tool used for effective learning. Unlike a long winded text paragraph, it is extremely easy to consume and comprehend. Secretaries can learn new office procedures which will continue to make them relevant in office of the future. Video allows a user to be concise and capture viewers interest in the first few seconds. Social media success lies in the ability to condense information down to easily digestible snippets of contents that is long enough to maintain viewers attention but short enough to leave them wanting more. Clear indicators of the video intention should be placed at the beginning before users have the chance to scroll away. Since social media users find it more convenient to watch video content, than reading through long content of text, this shows that learning which is a continuous process even after school will become more interested when converted into video format with fascinating concepts and ideas. Secretaries spend spare time, chatting and watching YouTube on social media to enable them to be acquainted to new office procedures. Recording and videoing teaching and learning sessions and the production of video tutorials can tremendously increase effective learning process as secretaries have the option to download and play video tutorials over and over again until the content stick to their head. Watching video tutorials on social media can greatly aid the retention capability of graduate secretaries as they can easily imagine and visualize what they have watched. From the foregoing, it is seen that the utilization of the video based social media resources can greatly enhance training and learning process in the office. (Boyd & Nicole, 2018). Some of the video based social media resources are discussed as follows:



Facebook tickle algorithm changes fake news controversy and video metric miscalculations posed as a threat to the video platform long-held reign. Although their release of Lasso Facebook's answer to TikTok failed to compete, facebook watching is booming. According to U.S.A today, Facebook watch nearly doubled its viewership in six months with 140 million daily users and 720 million monthly users (Wopereis, 2019). Facebook already partners with major celebrities like Jada Pinkett Smith on shows like "The Red Table" and plans to bring more contents to the platform like "The voice Germany". (Wopereis, 2019). The author further stated that facebook watch also focuses on social engagement and features to bring audience together. Their watch parties bring groups together to watch a video together. Videos can also synchronize up, so everyone watches content together at the same time.

2019 and 2018 were very rewarding years for instagram as they continued their heavy focus on optimizing user's video experience. Instagram, the visual story telling video platform hit 1 billion active monthly users as a result of game changing updates they made over the last few years. 60 second video, Instagram stories and Intagram stories templates, live videos and messages, hands free video and more recently, IGTV all of which have contributed to an exceptional growth of their advert business that will not stop anytime soon. Businesses are also at an advantage, with 200 million Instagram users visiting at least one business profile per day. (Philip, 2019).

Snap chart another video based social network media allows users to watch 10 billion videos per day on the video platform. This figure is 2 billion more than Facebook's number of daily video views. Snapchat was also doubling its acquisition with innovative companies like argumented reality startup, imagine media, 3D & VR company obvious engineering and mobile discovery app verb, and with their launch of spectacles, the first wearables on the market with social media video capacities (Emma, 2018). while snap's future did not seem so bright (Especially with their "redesigned redesign" snafu, which had them making drastic design choices – much to the dismay of their users), it has bounced back with addition of shows and popular features like stickers, geotilters, lenses, snap map and discover.

Wechat, a one-stop-shop social video platform is massively gaining popularity and has increased 20 million viewers each quarter with over 1.15 billion monthly active users from a diverse range of age groups. This versatile video platform incorporates features like group messaging, voice and video calls, mobile wallets and moments where users are able to share pictures and looping videos up to ten seconds (Boyd, 2018). The author further stated that Wechat broad international users offers organizations a great opportunity to expand their business offices abroad. Several pioneers like Huffington post, vogue China, Buzzteed, Vice and BBC News have started their subscription channels already, and more businesses are expected to come onboard as the video platform expands.



### **Software Management skills for Future secretaries.**

Software is a collection of data or computer instructions that tell the computer how to work. This is in contrast to physical hardware from which the system is built. In computer and software engineering, computer software is all information processed by the computer systems, programmes and data computer softwares include programmes, libraries and related non-executable data, such as online documentation or digital media. Computer hardware and software require each other and neither can be realistically used on its own thereby the need for the modern secretary to possess knowledge on how to manipulate the two. (Pree, 2018)

The system software of a computer is a program that runs on the hardware components of the computer. Without the system software, it is extremely difficult for the secretary to make use of the computer. One of the basic functions of the system software is to save information from the computer memory to an external devices and to recognize text from external devices such as keyboard to be displayed by the monitor. There are different kinds of system software programmes that make the computer a fascinating and complex device (Palvia, 2017).

According to Szyperski, (2018), the majority of software is written in high-level programming languages. They are easier and more efficient for programmers because they are closer to natural languages than machine languages. High level languages are translated into machine language using a compiler or an interpreter or a combination of the two software may also be written in a low level assembly language which has strong correspondence to the computer's machine language instructions using an assembler.

Software development has many phases. These phases include requirements, engineering, architecting design, implementation, testing, software deployment and maintenance. Maintenance is the last stage of the software life cycle. After the product has been released, the maintenance phase keeps the software up to date with environmental changes and changing user requirements. The earlier phases should be done so that the product is easily maintained by the secretary. The design phase should plan the structure in a way that can be easily altered. Similarly, the implementation phase should create code that can be easily read, understood and changed by the secretary.

The maintenance can only happen efficiently if the earlier phases are done properly. There are four major problems than can slow down the maintenance process: unstructured code, the maintenance programmers having insufficient knowledge of the system, documentation being absent, out of date or at best insufficient and software maintenance having a bad image. The success of the maintenance phase relies on these problems being fixed earlier in the life cycle (Keremerer, 2016). Maintenance consists of four parts. Corrective maintenance deals with fixing bugs in the code, adaptive maintenance deals with adapting the software to new environment. Perfective maintenance deals with updating the software according to changes in user requirements. Finally, preventive maintenance deals with updating documentation and making the software more maintainable. According to the author, all changes to the system can be characterized by these four types of maintenance. Connective maintenance is the traditional maintenance while the others are considered as software evolution. For efficient maintenance of the software, there must be adequate training of the secretary in this regards to enable her meet the requirement of the office of the future.



## **CONCLUSION**

The advent of Information and Communication Technology which has led to acquisition of digital skills has made it highly imperative for secretaries to update their digital professional skills. To enable their continuing relevance in the modern office, they should acquaint themselves with new digital skills in the areas of manipulative technology and communication competencies in order to sell their organizational image to the wider world and also to be more relevant, functional and efficient in the performance of their secretarial duties. The acquisition of these digital competences is of paramount importance since it will make them have job satisfaction achieve maximum result which will in turn lead to optimum productivity.

## **RECOMMENDATIONS**

1. The curriculum used for the training of secretaries should be reviewed to include Electronic Records Management procedures and process.
2. Training institutions should be adequately funded to enable them install modern ICT equipment for effective training and proper acquisition of social media application skills.
3. Short training programmes should be organized for secretaries at interval to enable them keep abreast of new technologies in the offices.
4. Organization should organize training in form of workshops, conferences, symposia e.t.c that will enable them train secretaries on software application and maintenance.



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## **ASSESSING THE PARTICIPATION OF MULTINATIONAL CORPORATIONS IN DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION IN UNIVERSITY BUSINESS EDUCATION PROGRAMMES IN RIVERS STATE**

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### **Abstract**

*The study assessed the participation of multinational corporations in the development of Entrepreneurship Education in university Business Education programmes in Rivers State, Nigeria. Two research questions and two hypotheses guided the study. The study adopted the descriptive survey research design. The population for the study comprised of all 54 Corporate Social Responsibility Managers of the oil & gas multinational corporations and non-oil & gas multinational corporations doing business in Rivers State, Nigeria. The entire population was used for the study. A structured questionnaire titled "Participation of Multinational Corporations in Development of Entrepreneurship Education Questionnaire" (PMCDEEQ) was used as instrument for data collection. Three experts validated the instrument while Pearson Product Moment Correlation Coefficient (PPMCC) was used to obtain the reliability coefficient of 0.81. Only 41 copies of the questionnaire were retrieved and used for the study. The items were rated on a four point rating scale; mean was used to answer the research questions and t-test was used in testing the hypotheses. The findings revealed a very low participation of multinational corporations in funding and provision of infrastructural facilities for University Business Education programmes in Rivers State. The researcher recommended that multinational corporations should initiate an Entrepreneurship Education Development Fund to help in the implementation of Entrepreneurship Education in University Business Education programmes in Rivers State and Nigeria at large.*

**Keywords:** Multinational Corporations, Participation, Development, Business Education.

### **Introduction**

Entrepreneurship is currently a popular field of study amongst students of various levels of education and in tertiary institutions, entrepreneurship cuts across all fields of study because of the campaigns on self-reliance and the recognition given to small scale businesses as the vehicle for healthy economic development. The harsh economic realities in

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many developing countries which have manifested themselves in high unemployment rates have made many of the unemployed to think of business ideas and this has given further rise to more focus and interest on entrepreneurship because it provides opportunities and make participants job creators rather than job seekers.

Amaewhule (2014) asserted that entrepreneurship is a process that involves the organizing, managing and harnessing of opportunities which are essential elements associated with activities in the world of work. Accordingly, Salihu(2016) believed that entrepreneurship is about taking a risk; it is the process of creating new venture that did not previously exist; it is the practice of starting new organization, especially new business; it involves creation of new wealth through implementation of new concepts. Thus, Entrepreneurship can be viewed as a risk taking venture put together for the purpose of satisfying a rising demand in goods or services as well as making profits in the process. As earlier mentioned, there are ongoing campaigns by various levels of the government to encourage entrepreneurial activities amongst unemployed youths and even the employed to serve as an additional stream of income. Entrepreneurship is encouraged amongst all professions and today every professional desires to establish and commercialize their talents and skills; this they can achieve by learning the rudiments of running a modern commercial enterprise which is becoming more difficult because of the increasing complexities of factors affecting the running of such enterprise, particularly the environment (Barakabo, 2017). Therefore, it is pertinent that the right environment be created for effective delivery of Entrepreneurship Education as to grow young entrepreneurs that will help drive the nation's economy in the right and desired direction.

Entrepreneurship Education as defined by Adediran and Olughuiyi (2011) is education that seeks to prepare individuals to become enterprising and responsible entrepreneurial thinkers, who will contribute to economic development. Entrepreneurship Education is a carefully planned programme of instruction aimed at equipping students with entrepreneurial skills and competencies to enable them start and effectively manage their business enterprises for survival and success (Ezenwafor & Olaniyi, 2017). Entrepreneurship Education prepares and encourages participants to create employment opportunities for themselves and others by investing their knowledge, skills and other resources to satisfy needs in an environment to make profit. Consequently, Entrepreneurship Education is a key agent in the development of creativity and innovativeness in individuals for business success; it stimulates business interest and potentials as well as acquisition of relevant skills and competencies for the establishment and operation of a new profit-oriented business venture.

Entrepreneurship education is designed to communicate and inculcate competencies, knowledge and values needed to recognize business opportunity, organize, start and ensure the success of such business. Entrepreneurship education is a key driver of the economy of any nation; it encourages the creation of jobs and reduction of unemployment which is a major objective of the business education programme.

Business education is a programme of study put together for the empowerment of learners with requisite skills needed to function in the world of work. Amesi, Akpomi and Okwuanaso (2014) opined that business education means education for business or training skills, which are required in business offices and clerical occupation. Accordingly, Ubulom and Dambo (2016) maintained that business education is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. The business education programme contributes greatly



to the development of youths through its available options such as accounting, business management, secretarial, office technology, and marketing, among others. All of these options of the business education programme provide for the development of a variety of business related entrepreneurial competencies relevant for the management of any business enterprise (Wolugbom, 2017). Thus, entrepreneurship education can be fast driven to achieve its objectives through the business education programme with adequate support from government and other support agents as multinational corporations.

Multinational corporations as viewed by Andabai and Tonye (2015) are companies that own and manage business in two or more countries or conglomerates with parent headquarters located in developed countries and subsidiary operations in a number of other countries. Multinational corporations are enterprises that own or possess income-generating assets in more than one country or firms with both equity and contractual involvement such as management contracts, franchising, and leasing agreements in more than one country (Jiboku, 2018). Multinational corporations are organizations which control production of goods or services in different countries of the world including their own home country. Multinational corporations are foreign related enterprises set up for profit making and development of host communities through corporate social responsibility.

Corporate social responsibility as defined by Hakeem (2014) is the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time. The corporate social responsibility concept encourages companies to consider the interests of the communities by providing social infrastructure such as schools, hospitals, roads, water supply in their area of operations as a way of impacting them positively. Corporate social responsibility is one of the important ways today in which enterprises affirm their principles and values, both in their own internal processes and operations and in their interaction with other actors (ILO, 2019).

In a study, assessing the development of entrepreneurship education through corporate social responsibility, Raimi (2015) asserted that there is increased involvement by multinational corporations in the wellbeing of host communities in form of community engagement, social entrepreneurship and corporate social entrepreneurship. Accordingly, Ismail, Muhammad and Mohd (2017) revealed that Mobile Telephone Network, a multinational corporation in Nigeria, initiated a youth skill development programme that has benefited four vocational colleges in Nigeria. However, Okokwo (2011) criticized the responses of multinational corporations towards corporate social responsibilities; saying it is nothing to write home about and Jiboku (2018) asserted that the situation in Nigeria is such that multinational corporations have been in operation for years without the development of local skills and that there appears to be a disconnect between multinational corporations' skills development programme and national skills development aspirations.

Nigeria has played host to multinational corporations long before independence till date. The number and activities of these multinational corporations have grown over time as Nigeria struggles to develop socio-economically as a nation. Specifically, Rivers State as one of the Niger Delta oil producing states seems to attract more presence of these multinational corporations that are into different areas of business as a result of her growing urban population. Noticeably, multinational corporations in Nigeria spread across various platforms and line of production; from oil and gas, telecommunications, health and wellness to consumables etcetera. Multinational corporations are important players in the global economy; they are important players in the development of society, and this is due to their economic



clout. Multinationals are expected to reach out to their host communities through adequate and effective corporate social responsibility projects execution. They are required to embark on human capital development projects as well as infrastructural boost of their host countries. Multinational corporations have been praised by many as agents of social, economic and technological development of host countries; others feel and regard multinational corporations as instruments of exploitation in their host countries. These views, Okonkwo (2011) asserted are based on the extent to which multinational corporations meet the societal expectations and demands as well as business expectations and demands in their environment.

### **Statement of the Problem**

Entrepreneurship education is designed to communicate and inculcate competencies, knowledge and values needed to recognize business opportunity, organize, start and ensure the success of such business. On the other hand, business education is a programme of study put together for the empowerment of learners with requisite skills needed to function in the business world. Thus, Entrepreneurship education is achievable through the business education programme. The successful running of any entrepreneurial education programme requires adequate contributions from government and relevant stakeholders. Barakabo (2017) opined that vital contributions of the government or stakeholders to the enhancement of entrepreneurship education may include: funding which may include training fees and take off capital for the business; provision of facilities and infrastructure that encourage entrepreneurial development; ensuring security, safety and peace in the society; giving legal assistance to young entrepreneurs and empowering and influencing educational institutions that support entrepreneurship education.

Multinational corporations as businesses with foreign background are presumed change agents and are expected to complement host government efforts towards the development of education and particularly entrepreneurship education which happens to be the tool for elimination of unemployment and poverty amongst youths. However, it is noticeable that public institutions of higher learning have been funded by government with little or no support from stakeholders as multinational corporations. Multinational corporations are often unable to deal effectively with important issues in the host country (Mohammed, Dima & Hina, 2018). Also, observations show that multinational corporations in Rivers State are more focused on entrepreneurship development amongst out-of-school youths with training of youths in pipeline welding, tailoring, fisheries, animal husbandry, catering, makeups etcetera and funding of start-ups as well as provision of kits. The researcher is therefore concerned with how multinational Corporations have so far participated in the development of entrepreneurship education through university business education programme which will be of major benefit to youths in schools and graduates as well.

### **Research Questions**

The following research questions were answered:

1. What is the level of participation of multinational corporations in funding University Business Education programmes for the development of Entrepreneurship Education in Rivers State?
2. What is the level of participation of multinational corporations in providing infrastructural facilities for University Business Education programmes in development of Entrepreneurship Education in Rivers State?



## Hypotheses

The following null hypotheses were tested:

1. There is no significant difference in the mean ratings of Managers of Oil/Gas multinational corporations and Non-Oil/Gas multinational corporations on their level of participation in funding University Business Education programmes for the development of Entrepreneurship Education in Rivers State.
2. There is no significant difference in the mean ratings of Managers of Oil/Gas multinational corporations and Non-Oil/Gas multinational corporations on their level of participation in providing infrastructural facilities for University Business Education programmes in development of Entrepreneurship Education in Rivers State.

## Methodology

The descriptive survey research design was used in conducting the study. The population for the study as indicated in the table below comprised of all 54 Corporate Social Responsibility Managers of the oil/gas multinational corporations and non-oil/gas multinational corporations doing business in Rivers State, Nigeria.

**Table 1: Population Distribution**

S/N	ORGANIZATIONS	TOTAL NO. OF MANAGERS
1.	Oil and Gas Multinational Corporations	18
2.	Non-Oil and Gas Multinational Corporations	36
<b>G/TOTAL</b>		<b>54</b>

*Source: Rivers State Internal Revenue Service, 2020.*

No sampling technique was used for the study, since the population was small. The instrument used for data collection was a structured questionnaire titled "Participation of Multinational Corporations in Development of Entrepreneurship Education Questionnaire" (PMCDEEQ). The instrument provided response to the two research questions with 15 items; Item 1-7 addressing Research Question One and item 8-15 addressing Research Question Two in a 4-point rating scale weighted as "High Level" (HL) – 4 points, "Moderate Level" (ML) – 3 points, "Low Level" (LL) – 2 points and "Very Low Level" (VLL) – 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education and one expert from Measurement and Evaluation, all in the Faculty of Education in Rivers State University. To ensure the consistency of the instrument, Pearson Product Moment Correlation Coefficient (PPMCC) was adopted and a reliability coefficient of .89 was established. Only 41 copies of the questionnaire were retrieved and used for the study; this represents 76 per cent of the total number distributed. The data analysis was done using the mean to answer the research questions while t-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses:  $4+3+2+1/4 = 2.50$ . The mean score of 2.50 and above was accepted, while those below 2.50 were rejected. Also, the decision rules for the hypotheses was that any



hypothesis which z-calculated value is less than the z-critical table value of 1.96 is considered accepted whereas if it is more than the critical table value is considered rejected.

## Results

### Research Question 1

What is the level of participation of multinational corporations in funding University Business Education programmes for the development of Entrepreneurship Education in Rivers State?

**Table 2: Mean Ratings on Participants funding of University Business Education**

S/N	Statements	Oil MNCs (11)		Non-Oil MNCs (30)		Mean	Std. Dev.	Remarks
		$\bar{X}$	STD	$\bar{X}$	STD			
1.	My corporation funds Entrepreneurship Education researches in University Business Education.	1.55	0.99	1.50	0.89	1.53	0.94	LL
2.	My corporation assists in funding Entrepreneurship Education trainings for lecturers of University Business Education.	1.45	0.99	1.40	0.89	1.43	0.94	VLL
3.	My corporation fund Entrepreneurship Education excursions/field trips for University Business Education departments.	1.27	0.86	1.23	0.67	1.25	0.77	VLL
4.	My corporation provides Entrepreneurship Education stipends for staff/students of University Business Education departments.	1.09	0.29	1.03	0.18	1.06	0.24	VLL
5.	My corporation provides fund for Entrepreneurship Education practical's in University Business Education departments.	1.18	0.39	1.17	0.64	1.18	0.52	VLL
6.	My corporation funds visits of Entrepreneurship Education resource persons to Business Education departments.	1.27	0.62	1.23	0.67	1.25	0.65	VLL



7.	My corporation funds Entrepreneurship Education exhibitions in University Business Education departments.	1.64	0.98	1.63	0.87	1.64	0.93	LL
	<b>Total Mean/SD</b>	<b>9.45</b>	<b>5.12</b>	<b>9.19</b>	<b>4.81</b>	<b>9.32</b>	<b>4.97</b>	
	<b>Grand Mean/SD</b>	<b>1.35</b>	<b>0.73</b>	<b>1.31</b>	<b>0.69</b>	<b>1.33</b>	<b>0.71</b>	<b>VLL</b>

Source: Field work, 2020.

The data presented in Table 2 shows the responses of the respondents in the various average mean scores of 1.53, 1.43, 1.25, 1.06, 1.18, 1.25 and 1.64 which implies a low level of participation of the respondents corporations' in terms of funding entrepreneurship education researches in university business education; funding entrepreneurship education trainings for lecturers of university business education; funding entrepreneurship education excursions/field trips for university business education department; providing entrepreneurship education stipends for staff/students of university business education departments; providing funds for entrepreneurship education practical's for university business education department; funding visits of entrepreneurship education resource persons to university business education department or even funding entrepreneurship education exhibitions in university business education department. The table also revealed a grand mean of 1.33 and a grand standard deviation of 0.71 which indicates a very low level of participation of multinational corporations in funding university business education programmes for the development of entrepreneurship education as evident in the responses of the respondents in both oil and non-oil multinational corporations as studied in Rivers State.

## Research Question 2

What is the level of participation of multinational corporations in providing infrastructural facilities for University Business Education programmes in development of Entrepreneurship Education in Rivers State?

**Table 3: Mean Ratings on Participants Infrastructural Facilities Provision for University Business Education**

S/N	Statements	Oil MNCs (11)		Non-Oil MNCs (30)		Mean	Std. Dev.	Remarks
		$\bar{X}$	STD	$\bar{X}$	STD			
8.	My corporation participates in building of Entrepreneurship Education lecture halls for University Business Education departments.	1.09	0.29	1.07	0.25	1.08	0.27	VLL
9.	My corporation participates in building of Entrepreneurship Education laboratories for university Business Education departments.	1.18	0.39	1.17	0.52	1.18	0.46	VLL



10.	My corporation participates in building of Entrepreneurship Education workshops for University Business Education departments.	1.27	0.86	1.23	0.67	1.25	0.77	VLL
11.	My corporation participates in setting up Entrepreneurship Education model offices for University Business Education departments.	1.09	0.29	1.07	0.25	1.08	0.27	VLL
12.	My corporation participates in setting up Entrepreneurship Education resource centre for University Business Education departments.	1.36	0.88	1.33	0.87	1.35	0.88	VLL
13.	My corporation participates in building of staff offices in support of Entrepreneurship Education in University Business Education departments.	1.09	0.29	1.03	0.18	1.06	0.24	VLL
14.	My corporation participates in providing auditorium for organizing Entrepreneurship Education exhibitions for University Business Education departments.	1.45	0.99	1.40	0.89	1.43	0.94	VLL
15.	My corporation assists in providing class/staff furniture in support of Entrepreneurship Education in University Business Education departments.	1.64	0.98	1.63	0.87	1.64	0.93	LL
	<b>Total Mean/SD</b>	<b>10.17</b>	<b>4.97</b>	<b>9.93</b>	<b>4.50</b>	<b>10.05</b>	<b>4.74</b>	
	<b>Grand Mean/SD</b>	<b>1.27</b>	<b>0.62</b>	<b>1.24</b>	<b>0.56</b>	<b>1.26</b>	<b>0.59</b>	<b>VLL</b>

*Source: Field work, 2020.*

The data presented in table 3 shows the responses of the respondents in the various average mean scores of 1.08, 1.18, 1.25, 1.08, 1.35, 1.06, 1.43 and 1.64 which implies a low level of participation of the respondents corporations in terms of building of entrepreneurship education lecture halls; building entrepreneurship education laboratories; building entrepreneurship education workshops; setting up entrepreneurship education model offices; entrepreneurship education resource centre; building of staff offices in support of entrepreneurship education; providing auditorium for organizing entrepreneurship education exhibitions or assist in providing class/staff furniture's in support of entrepreneurship education in university business education departments. The table also revealed a grand mean of 1.26 and a grand standard deviation of 0.59 which indicates a low level of participation of multinational corporations in providing infrastructural facilities for university business education



programmes in the development of entrepreneurship education as evident in the responses of the respondents in both oil and non-oil multinational corporations as studied in Rivers State.

**Hypothesis 1**

There is no significant difference in the mean ratings of Managers of Oil and Gas multinational corporations and Non-Oil and Gas multinational corporations on their level of participation in funding University Business Education programmes for the development of Entrepreneurship Education in Rivers State.

**Table 4: z-test Result on Participation of Multinational Corporations in funding University Business Education Programmes**

Respondents	N	Mean	Std. Dev.	Df	t- Cal Value	t- Crit Value	L/Sig	Decision
Oil MNCs	11	1.35	0.73					
				39	0.16	1.96	0.05	Accepted
Non-Oil MNCs	30	1.31	0.69					

*Source: Field work, 2020.*

Table 4 above revealed a t-calculated value of 0.16 which is less than the standard t-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Managers of Oil and Gas multinational corporations and Non-Oil and Gas multinational corporations on their level of participation in funding university business education programmes for the development of entrepreneurship education in Rivers State.

**Hypothesis 2**

There is no significant difference in the mean ratings of Managers of Oil and Gas multinational corporations and Non-Oil and Gas multinational corporations on their level of participation in providing infrastructural facilities for University Business Education programmes in development of Entrepreneurship Education in Rivers State.

**Table 5: z-test Result on Participation of Multinational Corporations in Providing Infrastructural Facilities for University Business Education Programmes**

Respondents	N	Mean	Std. Dev.	Df	z- Cal Value	z- Crit Value	L/Sig	Decision
Oil MNCs	11	1.27	0.62					
				39	0.14	1.96	0.05	Accepted
Non-Oil MNCs	30	1.24	0.56					

*Source: Field work, 2020.*



Table 4 above revealed a z-calculated value of 0.14 which is less than the standard z-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Managers of Oil and Gas multinational corporations and Non-Oil and Gas multinational corporations on their level of participation in providing infrastructural facilities for university business education programmes in development of entrepreneurship education in Rivers State.

## **Discussion of Findings**

One of the findings of this study was low level participation of the respondents corporations in terms of funding entrepreneurship education researches; funding entrepreneurship education trainings for lecturers; funding entrepreneurship education excursions/field trips; funding entrepreneurship education stipends for staff/students; provide funds for entrepreneurship education practical's; funding visits of entrepreneurship education resource persons or even funding entrepreneurship education exhibitions for university business education departments; indicating a very low level of participation of multinational corporations (oil and non-oil corporations) in funding university business education programmes for the development of entrepreneurship education in Rivers State. This finding disagrees with Raimi (2015) who asserted that there is increased involvement by multinational corporations in the wellbeing of host communities in the forms of community engagement, social entrepreneurship and corporate social entrepreneurship but agrees with Jiboku (2018) who revealed that the situation in Nigeria is such that multinational corporations have been in operation for years without the development of local skills. this goes a long way to show the level of neglect in participation of multinational corporations in entrepreneurship education especially in terms of improving university business education programme in Rivers State, Niger Delta and Nigeria at large.

The study also revealed a low level participation of multinational corporations in terms of building of entrepreneurship education lecture halls; building of entrepreneurship education laboratories; building of entrepreneurship education workshops; setting up entrepreneurship education model offices; building of staff offices in support of entrepreneurship education; providing auditorium for organizing entrepreneurship education exhibitions and do not assist in providing class/staff furniture in support of entrepreneurship education in university business education departments; indicating a very low level of participation of multinational corporations (oil and non-oil corporations) in providing infrastructural facilities for university business education programmes in development of entrepreneurship education in Rivers State. This finding aligns with Okokwo (2011) who criticized the responses of multinational corporations towards corporate social responsibilities; saying their participation is nothing to write home about and Mohammed *et al.*, (2018) who argued that multinational corporations are often unable to deal effectively with important issues in host country but Ismail, *et al.* (2017) revealed that Mobile Telephone Network a multinational corporation in Nigeria once initiated a youth skill development programme that benefited four vocational colleges in Nigeria. Considering the number of multinational corporations doing business in Nigeria and the involvement of MTN in setting up a youth skill development project in four out of the numerous vocational colleges and programmes; one will adjudge this as quite insignificant and it goes a long way to show the poor participation of multinational corporations in development of entrepreneurship education in universities.



## **Conclusion**

Entrepreneurship has been proven to be a major drive of the economy for both developing and developed nations all over the world and as such it requires the support of every successive government and stakeholders, if the issue of unemployment and poverty is to be tackled head-on. The objectives of university business education makes the business education programme a reliable avenue through which entrepreneurship education can be accessed; thus, relevant contributions to the business education programme will help promote the development of entrepreneurship education in Rivers State and Nigeria at large. In a bid to achieving the desired developmental strides in entrepreneurship education, there is need for government and non-state actors to partner with the private sector especially multinational corporations which seems to be doing little or nothing at present. Their participation will help complement efforts of government and international organizations in promoting entrepreneurship education.

## **Recommendations**

Based on the findings of this study, the following recommendations were made;

1. Multinational corporations should initiate an entrepreneurial education development fund to help in the implementation of entrepreneurship education in university business education programmes.
2. Multinational corporations should ensure that their corporate social responsibility projects are geared towards complementing government efforts in terms of providing infrastructural facilities that will help in development of entrepreneurship education in university business education programmes.

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## **PSYCHOSOCIAL ATTRIBUTES AND ETHICAL QUALITIES NEEDED FOR SUCCESSFUL ENTREPRENEURSHIP IN THE TWENTY FIRST CENTURY.**

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### **Abstract**

*The promotion of entrepreneurship culture, in contemporary Nigeria, has become the primary weapon of choice in the war against poverty and social economic malaise. This study sought to identify psychosocial and ethical qualities which may be salutary to entrepreneurship prospects. The idea was to obtain the views of entrepreneurs on the psychological, social and ethical qualities which should be promoted in potential entrepreneurs in the new century. The researcher employed descriptive survey design. The population consisted of the 3,622 small and medium scale enterprises registered with the Ministry of Commerce in Osun State of Nigeria, out of which a sample of 360 was drawn using stratified random sampling technique. The researcher formulated three research questions and tested one hypothesis. A structured questionnaire was developed and was administered on entrepreneurs in Osun State. The research questions were analyzed using mean and standard deviation while the hypothesis was tested at 0.05 level of significance using the t-test. The result showed that the attributes needed for successful entrepreneurship include persistence, courage, intelligence, ambition, persistence, confidence, intuition and discipline. Others include integrity, friendliness, tact and adherence to environmental laws and norms. The study suggested that Psychology of Entrepreneurship should at different levels, be introduced as an entrepreneurship topic, subject or discipline while greater emphasis should be laid on the psychological, sociological and ethical contents of entrepreneurship training.*

**Key words:** Psychology, sociology, ethical qualities, entrepreneurship, 21st century.

### **Introduction**

There is a universal consensus that governments the world over can no longer be counted on to provide employment for young graduates. The streets of third-world nations, and indeed, virtually all nations, are littered with scores of fresh graduates clutching degrees and diplomas, seeking employment in government and industry, often to no avail. There is consequently, a general agreement that the best way to tackle poverty and reduce unemployment is to introduce youths to the intricacies of entrepreneurship (Ademiluyi, Oyedele & Mustapha, 2020; Akinola, 2017). Many authors have waxed poetic on the competencies needed for effective entrepreneurship. These competencies and skills are indubitably important and perhaps even indispensable. Yet, the acquisition of entrepreneurship skills may not be the “be-all and end-all” of entrepreneurial breakthrough. There may be more to business success than intelligence quotient or aptitude tests can measure or predict. A person’s personality is an important factor in his entrepreneurial prospects. It is often said that character is destiny. This may be even more true of entrepreneurial ventures than any other. A man may possess all the requisite skills and



ambition, yet he may find his way to the zenith persistently barred by factors beyond his comprehension. A man with mediocre skills on the other hand, buoyed by superior personality endowments, may constantly post superior attainments to the consternation of better endowed contemporaries. In respect of an analogous scenario, Shakespeare, cited in Ademiluyi (2014:7) wrote many years ago: "The fault, dear Brutus is not in our stars but ourselves, that we are underlings." It is the belief of this researcher that in addition to the acquisition of skills and theoretical entrepreneurial know-how, it may be necessary for potential investors to bring their personality endowments, including their psychological and sociological attributes, to bear on their entrepreneurial ventures in order to attain optimal results.

Olorundare and Kayode (2014) define entrepreneurship as a practical creativeness which combines resources and opportunities in new ways. It involves the application of personal qualities and other resources within the environment for the attainment of business success. Abasido (2015) perceives entrepreneurship as the process of using available capital in any form for business endeavours in an open and free market economy for the sole purpose of doing new things within a new philosophy of values and purpose of utility and quality and use which satisfies need. Entrepreneurship can therefore be seen as willingness and ability to seek out an investment opportunity, establish an enterprise based on this, and run it successfully.

Entrepreneurship is concerned with creating opportunities, meeting the needs of individuals and is a process of identifying gaps in one's immediate environment, community and society at large and bringing together resources in an innovative and profitable way to fill these gaps (Oni & Olaleye, 2004; Ogundele, 2020; Umoru & Orah, 2020). According to Say, cited in Jimgang (2004) the entrepreneur shifts economic resources out of an area of lower productivity into an area of higher productivity and greater yield. Jimgang believes that the entrepreneur searches for change, responds to it, and exploits it as an opportunity. Maslow, cited in Akinola, (2017) views the entrepreneur as someone who can recognize change, enjoy it and improvise without being fore-warned. In Maslow's view, the entrepreneur is a "here-now" creator, an improviser who is not afraid of being viewed as operating in dissonance with general practice and belief. Jimgang (2004:73) sums up on entrepreneurship: "The entrepreneur is someone who perceives or senses opportunity where others fear rejection; he will not talk of obstacles but challenges. His mind set while aware of the possibilities, does not allow it to preoccupy him."

While Olaleye (2013) believes that entrepreneurship is not an inborn characteristic or personality trait, he concedes that it is a mix of doses of theory, concept, intuition, discipline, art, experience, trial and error and even heresy. Implicitly, therefore, personality plays a role in the entrepreneurial mix. Lally and Valentine-French (2018) define personality as a sum total of individual characteristics and ways of behaving which in their organization or patterning describe the individual's unique adjustment to his environment. Personality can also be seen as the characteristics and behaviour which differentiate a man from another. Olaleye (2013:152) believe that the importance of understanding individuals' personality cannot be over-emphasized because "evaluating a person's personality gives us knowledge of how to deal with him." This is particularly true of business relationships where it is often necessary to predict people's actions or reactions in order to determine how to relate to them. It is often very necessary to predict the level of integrity, sincerity and capabilities of business partners and contemporaries in order to properly define the appropriate business relationships with them (Umoru & Ademiluyi, 2020). In the same way, it is very important to win the confidence of potential business partners by projecting positive images in several important respects.

Psychoanalytic theorists posit that the structure of the personality comprises three major sub-systems: id, ego, and super-ego. The sub-systems work together and a person



may experience personality conflicts if there are unresolved conflicts among the systems. The id comprises everything inherited, including instinctual drives like sex and aggression. It provides the energy known as libidinal energy and provides the other systems with the energy needed for operation. Ego controls and tames the activities and desires of the id. It determines which of id's impulses can be rationally satisfied at a particular time. The super-ego is analogous to the conscience which incorporates all the things a child is punished for; the ego-ideal are the things a child is rewarded for. The super-ego forms the cultural norms and values of society taught by the parents (Reiss & Collins, 2004). Psychologists have also identified defence mechanisms which may reflect in a person's personality and psychosocial configuration. These include repression, projection, reaction formation, regression, displacement, renationalization intellectualization, denial and sublimation.

Defence mechanisms are used to prevent anxiety from totally taking over the feelings of someone with unresolved conflicts. They protect the individual from anxiety (Blum & Naylor, 1984; Lally & Valentine-French (2018). Defence mechanisms not only block out the source of anxiety, a number of personality projections are often defence mechanisms deployed to assuage sublime anxieties. The term 'psychosocial' refers to the influence of social factors on an individual's mind or behavior and to the interrelation of behavior and social factors (Oxford English Dictionary, 2019). It refers to the close relationship between the individual and the collective aspects of any social entity. In the context of entrepreneurship, psychosocial refers to the interactions of psychological and social factors with an entrepreneur's perceptions, decisions and choices. Like all other aspects of personality, the perceptions of an entrepreneur's psychosocial configuration affects how others relate to him in respect of entrepreneurship and business activities.

The twenty first century, now into its third decade, is already significantly different from the previous decades in the in the variety of the opportunities and challenges it presents. The ever expanding dominance of information technology has introduced new concepts and implements. The advent of the internet, with its attendant facilities like the social media, coupled with the promise of artificial intelligence, indicates that yesterday's realities, norms and practices may no longer be applicable in the contemporary environment. The 21st Century has therefore heralded new realities and possibilities with potentially staggering implications for entrepreneurship theory and practice. The common assertion that a businessman is only as good as his word emphasizes the primacy of ethics in entrepreneurial considerations. Entrepreneurship decisions are often informed by the confidence a person has in his partners, clients, subordinates and patrons. The perception of a person's integrity, reliability and diligence is likely to influence one's business relationship with that person. However in the current milieu, when the buzzword appears to be "The end justifies the means," it appears that ethical considerations are no longer on the front burner of the new century's entrepreneurial concerns and training. There appears to be, especially among the youths, a genuine tendency to confuse fraudulent activities, especially internet fraud, with profound entrepreneurship engagement; It does not appear that in entrepreneurship pedagogy, adequate attention is being paid to developing the right entrepreneurial personality, psychosocial and ethical qualities. Evidently, these considerations are not taken care of in the current entrepreneurship curriculum, hence the need for this study.



### **Research Questions**

Four research questions were raised to guide the study.

1. What psychological attributes are necessary for successful entrepreneurship in the 21st century?
2. What social qualities are likely to contribute to success in entrepreneurship in the 21st century?
3. What ethical qualities are needed for successful entrepreneurship in the 21st century?

### **Hypothesis**

The following hypothesis was raised and tested at 0.05 level of significance:

There is no significant difference between the mean responses of male and female entrepreneurs on the psychosocial and ethical qualities needed for successful entrepreneurship in the 21st century.

### **Methods**

The study was conducted in Osun State, in southwestern Nigeria. The researcher employed the descriptive survey design. The population consisted of the 3622 owners of the small and medium scale enterprises registered with the Osun State Ministry of Commerce and Small and Medium Scale Enterprises Agency (SMEDA) as at December 2019, out of which a sample of 362 respondents, representing 10 percent, was selected using proportionate stratified random sampling based on whether they are located within or outside the state capital. The research instrument used was a structured questionnaire based on the formulated research questions and hypothesis. The first section sought relevant demographic data of the respondents. This was used in testing the hypothesis. The second section sought the respondents' ratings on the psychosocial attributes and ethical qualities needed for successful entrepreneurship. The instrument was designed to elicit the ratings of respondents on a 4-point rating scale as follows: Very much needed, 4 points; much needed, 3 points; slightly needed, 2 points; not needed, 1 point. The instrument was face-and content-validated by two experts; one a psychologist, the other, a business educator. Three hundred and sixty two copies of the questionnaire were distributed to the respondents by the researcher and his two assistants. Three hundred and thirty five copies were returned but only 330 were properly completed. This represents 93% return. Data collected were analyzed using mean rating for the research questions. The decision rule was that any item within a range of 3.5-4.0 was adjudged as very much needed; items with mean scores ranging between 2.50 and 3.49 were adjudged much needed; those between 1.50 and 2.49 were rated barely needed, while scores less than 1.50 were rated as not needed. The null hypothesis was tested at 0.05 level of significance using independent samples t test. Where the calculated p value was less than or equal to the 0.05 level of significance, the null hypothesis was to be rejected. Conversely, if the calculated p-value was greater than the level of significance, the null hypothesis was not to be rejected.

### **Findings**

The results obtained from analysis of data and test of hypothesis are presented below. Research Question 1: What psychological attributes are needed for successful entrepreneurship in the 21st century? Table 1: Respondents' Ratings of Psychological Qualities needed for Successful Entrepreneurship



**Table 1: Respondents' Ratings of Psychological Qualities needed for Successful Entrepreneurship**

S/N	Psychological attributes	Mean	SD	Remarks
1.	Openness	3.08	0.53	Much Needed
2.	Conscientiousness	3.26	0.61	Much Needed
3.	Persistence	3.66	0.47	Very Much Needed
4.	Courage	3.87	0.58	Very Much Needed
5.	Extroversion	2.34	0.74	Barely Needed
6.	Confidence	3.45	0.66	Much Needed
7.	Intelligence	3.36	0.71	Much needed
8.	Optimism	3.42	0.68	Much needed
9.	Intuition	3.13	0.68	Much Needed
10.	Good memory	3.01	0.73	Much Needed
11.	Fortitude	3.34	0.74	Much needed
12.	Greed and covetousness	1.44	0.66	Not needed
13.	Callousness	1.26	0.71	Not needed
14.	Agreeableness	2.48	0.61	Barely Needed
15.	Ambition	3.65	1.12	Very Much Needed

Table 1 shows that all the psychological attributes listed are needed for successful entrepreneurship. Persistence and ambition are rated as very much needed with mean scores of 3.66 and 3.65 respectively. Openness, conscientiousness, persistence, courage, maturity, confidence intuition, good memory and ambition were rated as much needed with mean scores ranging from 2.73 to 3.45. Two items, extroversion with mean score of 2.34 and agreeableness, with mean score of 2,48 were rated as barely needed. Greed, covetousness and callousness were rated as not needed. The standard deviation scores range between 0,68 and 1.12 which shows that the scores were not dispersed but rather cluster around their means.

**Research Question 2:** What social qualities are needed for successful entrepreneurship in the 21st century?



**Table 2: Respondents’ ratings of Social Qualities Needed for Successful Entrepreneurship**

S/N	Social Qualities	Mean	SD	Remarks
16.	Friendliness needed	3.53	0.73	Very much
17.	Kindness	3.21	0.65	Much needed
18.	Tact	2.98	0.74	Much needed
19.	Generosity	2.06	0.53	Barely needed
20.	Conversation/persuasion skills	3.77	0.74	Very much needed
21.	Good Family Background	3.04	0.62	Much needed
22.	Empathy	3.21	0.66	Much needed
23.	Strong religious affiliation	3.38	0.84	Much needed
24.	Memory for faces and Names	3.18	0.71	Much Needed
25.	Membership of social clubs	1.52	0.68	Barely needed
26.	Social media skills needed	3.51	0.58	Very much
27.	Conflict resolution skill	3.55	0.68	Very much needed
28.	Relationship management skill	3.38	0.91	Much needed
29.	Communication skill needed	3.77	0.74	Very much
30.	Listening skill	3.44	0.82	Much needed

Table 2 shows that conversation/persuasion skills (Mean:3.77), communication (Mean:3.77), conflict resolution (Mean:3.55)skills and friendliness (Mean:3.53) were rated as very much needed. Needed skills include kindness, tact, generosity, good family background, empathy and good memory, with mean scores which ranged from 2.98 to 3.21. Generosity, strong religious observation and membership of social club are rated as barely needed. No item was rated as not needed. The standard deviation scores, which ranged from 0.73 and 0.88 show that the scores clustered around their means and were not dispersed.

**Research Question 3:** What ethical practices are needed for successful entrepreneurship in the 21<sup>st</sup> century ?

**Table 3: Respondents’ ratings of ethical practices needed for successful entrepreneurship**

S/N	Ethical Qualities	Mean	SD	Remarks
31.	Integrity (Telling the truth always) needed	3.48	0.93	Much
32.	Punctuality (at work & meetings)	3.17	0.89	Much needed
33.	Strict adherence to rules and regulations	3.38	0.78	Much needed
34.	Self discipline much needed	3.81	0.66	Very
35.	Fairness and justice needed	2.83	0.68	Much



36. Adherence to professional best practices much needed	3.54	0.56	Very	
37. Strict adherence to agreements needed	3.52	0.97	Very	much
38. Strict observance of religious laws/norms needed	1.31	0.53	Not	
39. Avoidance of fraudulent activities much needed	3.55	0.71	Very	
40. Abhorrence of Bribery (giving or receiving) needed	1.55	0.71	Barely	
41. Avoidance of theft/conversion needed	3.51	0.79	Very	much
42. Avoidance of substance abuse	3.47	0.96	Much	Needed
43. Avoidance of alcoholism	2.58	0.53	Much	needed
44. Avoidance of cult activities needed	3.46	0.87	Much	
45. Avoidance of promiscuity needed	2.46	0.96	Much	

Table 3 shows that self discipline, adherence to professional best practices, strict adherence to agreements, avoidance of fraudulent activities, and avoidance of theft and conversion which have mean scores of 3.81, 3.54, 3.52, 3.55 and 3.51 respectively are ethical attributes very much needed for successful entrepreneurship. All the other constructs, except strict adherence to religious norms (Mean:1.31, not needed) were rated as much needed. The standard deviation scores, which ranged from 0.53 and 0.96 show that the scores clustered around their means.

### Hypothesis Test

T-test for the difference in the ratings of respondents in and those outside the state capital on the psychosocial attributes and ethical qualities needed for successful entrepreneurship.

**Table 4: T-Test result for the difference in the ratings of respondents in and those outside the state capital on the psychosocial attributes and ethical qualities needed for successful entrepreneurship.**

Group	N	X	SD	Df	t-cal	P-Value	Decision
Entrepreneurs in the state Capital	191	2.98	0.20				
Entrepreneurs outside the state capital	139	2.87	0.16				
					328	2.050	0.000
NS							

The data presented in Table 4 show the t-test result of the ratings of entrepreneurs in the state capital (Osogbo) and those outside the state capital on the psychosocial attributes and ethical qualities needed for successful entrepreneurship. Those in the state capital numbered 191, their mean score was 2.98, their standard deviation was 0.20. For those



outside the capital, the number, mean, and standard deviation were 1.39, 2.87 and 0.16 respectively. The calculated  $t$  was 2.05; while the  $P$  value was 0.000 which was less than the level of significance of 0.05. The null hypothesis was therefore not rejected. Consequently, no significant difference was observed in the mean ratings of entrepreneurs in the state capital and those outside the capital on the psychosocial attributes and ethical qualities needed for successful entrepreneurship.

### **Discussion of Findings**

The result of research question 1 as presented in Table 1 indicates that entrepreneurs in Osun State rated courage, persistence and ambition, as psychological qualities very much needed for successful entrepreneurship. Qualities much needed for the same purpose include, maturity, confidence, initiative, intelligence, optimism, good memory, and discipline. These are attributes which are indispensable in the natural course of life's tortuous journey. Adewuyi (2017) states that the qualities needed for success in entrepreneurship are similar to those needed to succeed in any discipline or life situation. Olaleye (2013) claims that the life story of any successful entrepreneur is nothing but a story of persistence, doggedness, ambition, courage, calculation and fortitude; it is not surprising, therefore that these same qualities are similarly – or perhaps even more – in demand for entrepreneurship ventures. Ogundele (2020) opines that good managers need, to be effective, to have basic psychosocial abilities, including some of those listed above. It is similarly not surprising that the respondents rated agreeableness as barely needed for entrepreneurship. Since a competent entrepreneur may sometimes need to disagree with his clients, staffers and customers. The respondents also rated callousness, covetousness and greed as qualities which are not needed for successful entrepreneurship. With this finding, the popular caricature of the successful entrepreneur as an amoral, money obsessed gnome has not found significant support in this study.

The results of research question 2 shows that friendliness and good conversation/negotiation skills, communication, social media, and conflict resolution skills are very much needed for successful entrepreneurship. Qualities much needed include tact, empathy, and good memory, listening skill and relationship management skills. A strong religious belief is also rated as much needed, while membership of social clubs was rated as barely needed. Blum and Naylor (1993) identified friendliness and tact among skills that managers and administrators should learn. Adewuyi (2017) opines that social qualities are important because success in any discipline depends largely on ability to adapt to the environment. Ademiluyi (2014) states that in a fluid environment, especially one characterized by fluctuations in national economic conditions and new technologies, an entrepreneur's ability to maneuver, to swiftly and effortlessly transit from one situation to another will be a major factor in success or failure. Ademiluyi emphasized the primacy of interpersonal skills in business success. The emphasis on strong religious affiliations however confirms Nigeria's recent ranking as "the most religious country on earth." Nigerians' affinity for the supernatural and the celestial has been confirmed by many recent studies (Madueke & Adinoyi, 2017). It is consequently only natural that Nigerians should rank religious beliefs among the qualities needed for success in virtually all life's ventures.

The result of findings on research question 3 shows that self discipline, adherence to professional best practices, strict adherence to agreements, avoidance of bribery, fraud and theft are ethical qualities are rated as very much needed for successful entrepreneurship. Qualities and attributes rated as much needed include: punctuality; strict adherence to environmental norms; avoidance of cult activities, substance abuse and alcoholism. The respondents did not insist on strict adherence to religious laws and norms. The findings raise a few posers. Why did respondents rate high strong religious affiliations, (on Table 2) but do



not have the same ratings for strict observance of religious rules? This probably reflects the paradox of the south-western Nigerian society where strong religious affinity coexists with relaxed social norms. The religious emphasis in Osun State, and perhaps, the generality of southwestern Nigeria, is on affiliation, not strict observance. It is even more significant that respondents are split down the middle on never receiving – or even more important, never giving – a bribe. Respondents to this study do not believe that this level of honesty is necessary for entrepreneurial pursuits in Nigeria. The result of the test of hypothesis indicates that there is no split in the mean responses of entrepreneurs in the state capital and those in the other parts of the state on psychological, social and ethical qualities needed to succeed in entrepreneurship. This should not be surprising considering the fact that there is little sociological difference (in terms of population, gender and ethnicity) between the Osun state capital and the other urban centres where the entrepreneurial ventures reside.

### **Conclusion**

It is indubitable that in today's competitive world, self employment is the best employment. It is therefore very important that all factors which may encourage entrepreneurship should be identified and reinforced. Many competencies and skills have been identified by different authors as necessary to succeed, and to remain successful in business. But even the best skills and techniques may be vitiated by repugnant psychosocial attributes and negative ethical practices. Business succeeds only when potential clients and customers develop confidence not only in the goods and services being offered, but also in its promoters. Many excellent products have been done in by the repulsive personalities of their canvassers. On the other hand, we all now mediocre professionals and entrepreneurs who have struck gold in their practices largely on the strength of their personalities and psychosocial attributes. It is therefore important to emphasize in training would-be entrepreneurs, psychological attributes, social skills and ethical qualities which can best promote their entrepreneurial efforts. Many of these attributes are innate, but they can also be acquired by appropriate conditioning. It may indeed be time for teachers in tertiary institutions to introduce into the curriculum something like The psychology of Entrepreneurship at different levels as a topic, subject, or even a discipline. The acquisition of positive personality attributes will, to say the least, do nothing to vitiate entrepreneurship prospects.

### **Recommendations**

With the research concluded, the following recommendations are proffered:

1. Entrepreneurship teachers should promote in their students psychological and personality characteristics which may enhance their entrepreneurship prospects. Qualities like optimism, courage, fortitude should be emphasized and developed in entrepreneurship training.
2. Entrepreneurship students and practitioners should appreciate the importance of developing those social qualities which are germane to entrepreneurship success. Friendliness can be learnt, communication and social media skills can be mastered to the benefit of entrepreneurship prospects,
3. Entrepreneurship curriculum developers should emphasize the importance of ethics in future curriculum reviews. The tendency to confuse fraudulent activities with legitimate entrepreneurship ventures can be redressed by placing curricular emphasis on the dos and don'ts of genuine entrepreneurship. Entrepreneurship students should be made to understand that fraud is not business and criminality is not entrepreneurship.



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# **GENERIC SKILL ACQUISITION AND THE REALIZATION OF THE GOALS OF BUSINESS EDUCATION IN NIGERIAN UNIVERSITIES: IMPLICATIONS FOR CURRICULUM INNOVATION**

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## **Abstract**

*This paper focused on generic skill acquisition and the realization of the goals of business education in Nigerian universities: Implications for curriculum Innovation. It examined the overview of generic skills, conceptualization of business education, business education curriculum and goals as well as acquisition of generic skills through business education curriculum. Based on the discussions in the work, the researchers concluded that there is need for business education students to possess generic skills viz-a-viz hard skills to enable them secure, sustain and advance on any job. This will, no doubt, enable graduates to become self-reliant and to have competitive edge. It was recommended, among others that curriculum planners should review the curriculum to cover generic skills; business educators should incorporate generic skills in their day to day activities; professional bodies such as Association of Business Educators of Nigeria (ABEN), National Board for Technical Education (NBTE) and so on are called to buttress the need for acquisition of generic skills by the students.*

**Keywords:** *Generic skills, acquisition, business education, curriculum, innovation*

## **Introduction**

Education is sometimes perceived as a sector which is resistant to change, while at the same time it faces a crisis of productivity and efficiency which affects the labour market. According to the Organization for Economic Co-operation and Development, OECD (2016), education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people contribute to and benefit from an inclusive and sustainable future. There is no gainsay that learning to form clear and purposeful goals, work well with others, find untapped opportunities and identify multiple solutions to big problems will become inevitable in the coming years. Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they needed to become active, responsible and engaged citizens. Williams (2015) observed that employers recruit new employees on the basis of competencies in technical or hard skills and non-technical or soft or generic skill. However, employers have continued to express their regret that some employees lack the required generic skill relevant for the particular work settings. Rao in Selvadurai, Choy and Maros (2012) defined hard skills as technical or



administrative procedures that are related to organization's core business.

Selvadurai, Choy and Maros (2012) define generic skills as behavioral skills characterized by intangible attributes and entail emotional intelligence; and its subjective is hard to measure and very much rational in nature. These skills, according to them, support each other in a person's life for adaptability and sustainability in a place of work. The skills do not fall from sky but require that it be inculcated in a person's life during a course of study especially in university education.

University education according to Adebakin, Ajadi and Subair (2015) is the main instrument to prepare individuals for a rapidly-changing, increasingly-demanding world of work and to improve their employability. It encompasses different disciplines with related skills to be acquired for effectiveness and efficiency in the place of work. This discipline among others is business education.

Business education as a discipline is expected to expose its recipients to diversity curricula; hence, it is that type of education that inculcates in its recipients' attitudes, knowledge, skills, values that is required in the business world. It should be a means of producing healthy, literate, self-driven citizens for employability and self-reliant globally for sustainable development in the changing world. Business education is expected to impact skills and creative knowledge required for employment generation opportunities, such as the technical skills and non-technical skills that would also make the business graduates to adopt some strategic survival instincts.

Universities quest to assess employability is not only curriculum adjustment and development driven but is also hinged on the fact that employers of labour are increasingly looking out for "employability skills" and when there is an observed lack of employability skill in graduates who have been employed; it tends to cause higher training cost to both government and private sector employers (Zakaria, Yatim, & Ismail, 2014). Studies have also found gaps in the possession of non-technical skills as major challenge in employability of graduates (Jackson in Odukoya et al.). Similarly, other authors observed a mismatch between university output and labor market demand, pointing out the curiosity of employers about graduates on their readiness to work. This paper, therefore, attempts to explore the generic skill acquisition and realization of the goals of Business Education in Nigerian universities.

### **Overview of Generic Skills**

The growing emphasis on generic skills in higher education has several sources. One is the increasing evidence of demand from business and employer organizations for graduates to possess generic skills. The contemporary focus on generic skills is really part of a bigger, as yet unresolved, debate about the purpose of university education and how to develop well-educated persons who are both employable and capable of contributing to civil society.

Generic skills, according to Gera and Singh (2015), equip one to organize, adapt, and strategically apply specific skills in new situations and circumstances. Furthermore, Gera et al. noted that generic skills also enable one to generate new skills that help to succeed in novel situations, manage and adapt to change and to flourish by creating what matters, even in the face of adversity. Selvadurai, Choy and Maros (2012), cited authors who referred to generic skills as a set of achievements, understandings and personal attributes that enables prospective graduates more likely to gain employment and be successful in their chosen field or career.

Generic skills build self-esteem and self-confidence at the personal front that enable personal and professional advancement, and at the same time create



opportunities at the professional front (Rao in Selvadurail, Choy and Maros ; 2012). According to Bowman (2010), generic skills include; loyalty, personal presentation, balanced attitude to work and home life, commitment, common sense, ability to deal with pressure, honesty and integrity, positive self- esteem. He further listed others as motivation, enthusiasm, a sense of humour, adaptability as well as reliability. Similarly, Aquah (2014) listed the following generic skills, they include initiative, enthusiasm, inquisitiveness, interest in continuous learning, courage, self-reliance, comfort with uncertainty Self-confidence, self-control, self-knowledge, positive outlook towards adversity, independence, appreciation of diversity, perseverance, Creativity, flexibility, open mindedness, language and communication skills, assertiveness, sense of humour and above all, resourcefulness and adaptability.

### **Business Education: Goals and Curriculum**

Business education means many things to many people. Aliyu in Ezeani (2012) defined business education as an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. It is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies or office technology and management and accounting. Osuala in Agomuo and Etong (2013) defined business education to be education for occupations, distribution and marketing occupations, business teaching, business administration and economic understanding. In this era of globalization, business education contributes greatly in the economic development of any nation and has become an indispensable tool for development. Business education is a programme of study that prepares individuals with multiple skills to teach, or work in industry and to equally set up a business as an entrepreneur and employ others (Ibrahim, 2017). Business education is geared towards preparing graduates to be able to work in a business environment or be self-reliant and succeed in them. The question is, “do these graduates have all it take to be sustained in business or in place of work when challenges, innovative changes occur. It is expected that business education programme provides soft skills or generic skills and hard skills in order to sail through world of work contributing meaningfully to the economic development of the country. Onyesom, Egbule and Okwukenye (2012) noted that business education should be seen as a means of adjustment of the individual to his business environment.

### **Objectives of Business Education**

The following are objectives of business education as stated by Asuquo in Olufunwa, Waziri and Olorunmolu (2013). They include:

1. To provide opportunity for practical job preparation or vocation studies for students in order to make them render effective and efficient services in office, distributive and service occupation.
2. To prepare students based on interest and aptitudes with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.
3. To provide opportunities for students to develop an understanding of the business and economic system of the nation so as to enable them participate actively as producers and consumers of goods and services.
4. To develop in students the basic awareness of the contribution which



- business and office employees make to the nation's economy.
5. To develop and improve the personal qualities and attitude of students as required in personal and employment situation.
  6. To serve as a guide for individual students for suitable placement in business and office employment.
  7. To enable students have career consciousness and economic understanding of the free enterprise system.
  8. To prepare students for leadership position in both public and private life.

### **Business Education Curriculum**

The term curriculum comes from the Latin word "currere" which means a "race course" or "to runway" on which one runs to reach a goal. With time it came to mean the "course of study. Curriculum is the offering of socially valued knowledge, skills and attitudes that may be available to students through a variety of arrangements during the time they are at school, college or university (Ibrahim, 2017). Njoku in Ibrahim (2017) defined curriculum as a group of courses or planned experience in proper sequence of topics designed to prepare an individual for efficient service in a specific vocation. This, therefore, suggests that the curriculum for any programme should be carefully and effectively planned to enable the objectives of that programme to be achieved. A curriculum is a document which comprises the goals and objectives of a particular course of study, the subject matter, or content, the learning, the learning experiences and evaluation. For every course of study including business education to achieve its goals, there must be a stipulated document in that course of study called curriculum.

Business education is offered at all levels of education in Nigeria. At the junior secondary level is called business studies. At senior secondary level, it is called business subjects including book-keeping/accounts, office practice, commerce) and at tertiary level, it is called business education including accounting, management, banking and finance, marketing, cooperative economics, entrepreneurship, computer, and office technology and management etc. Aquah (2014) argues that the curriculum offerings, especially at the tertiary levels cater for some of the requirements of the 21st century skills. The author further explained that these generic skills are achieved through core and elective courses taken in other departments such as sociology department, psychology, law and others. In spite of this, graduates of this programme join the ranks and files in unemployment and inability for those employed to carry out their assigned duties without further training. This creates doubts as to the relevance, functionality and adequacy of the curriculum and its delivery system in meeting the demands of employability.

### **Business Education Curriculum and Acquisition of Generic Skills**

The overall goal of business education as enumerated above is to prepare individuals who are skilled to contribute to the economic development of a nation, thrive in chosen occupation as well as the needed background for teaching business subjects.

For business education to provide the individual with the knowledge, generic skills and attitude needed to take up readily available jobs or openings in the global job market, it becomes imperative that our educational system must function optimally and the curriculum must encompass the most current topics that will provide the requisite knowledge, skills (generic) attitude that will enable the individuals avail themselves



with the job openings and opportunities in the global market.

Available evidences show that institutions offering business education turn out graduates in large numbers annually, but regrettably, unemployment is on the increase in Nigeria. Those who are employed are found to be unable to carry out their assigned duties without further training; neither are they found to possess the generic skills such as honesty, loyalty, and so on, needed to complement their employability skills.

It is desideratum at this junction, to interrogate the effectiveness, relevance, and functionality of the curriculum and curriculum materials used in the educational process, particularly in business education. It is to this question that this study will address itself. The study will address the issue of curriculum materials, instructional method, seminars and workshop and teaching environment.

1. **Curriculum Contents:** Generic skills cut across all disciplines. Oresanya in Ismail and Mohammed (2015) observed that TVET graduates in Nigeria lack generic skills due to not incorporating generic skills in the curriculum of Nigerian tertiary institutions. Similarly, Edet and Udida, among other scholars, disclosed from their findings that business education programs curriculum contents does not significantly influence the acquisition of generic skills among graduates of universities in the different options. Based on this, it is clear that business education curriculum does not sufficiently provide the necessary learning experiences that can equip students with generic skills required for the world of work. Hence, there is an urgent need for review of business education curriculum.
2. **Instructional Method:** The use of appropriate instructional methods throughout a student's year of study develops in him the generic skill expected of him. Madar (2015) posits that participatory teaching methods enable students to be active, and demonstrate different activities including; group discussions, self-directed learning, peer-teaching, presentation and role plays. The author further suggested that all attributes of participatory teaching promote development of generic skills of students. Torres, Palomeque, Liebanas and Lorite (2015) suggested that cooperative learning creates opportunities for students to continuously discuss, debating and clarifying their understanding of the concepts and materials being considered during the class teaching. Through this, students develop higher-order thinking skills, enhance motivation and improve interpersonal relations, as well as enhancing motivation.
3. **Organization of Workshops/Seminars:** Organizing workshops/seminars for students before graduation is very crucial. Adawi (2017) maintains that seminars have been used as a teaching method since Socrates for their value in engaging students in the teaching and learning process. This creates high-order thinking skills and promotes intellectual curiosity in students. This medium can enhance the necessary skills among business education students through invitation of resource persons for business presentation. The resource persons should be experts in the field of business.
4. **Involvement in Student Work Experience Scheme:** Yusoff, Omar, Zaharim, Mohamed, Muhamad and Mustapha (2010) assert that industrial training is



one of approaches to help students to prepare for “work-ready” graduates. It is part of the learning process to apply theories learned in college and to develop technical skills and employability skills. The authors maintain that SIWES provides exposure to realities of the working environment and an opportunity to gain ‘hands-on’ working experience in related industries. Students’ engagement in the training attachment (internship) to business organizations will enable them develop the necessary skills required for successful business. To ensure the development of generic skills, the activities expected from them that cover generic skill attributes should be included in their IT report booklet and the cover letter sent to their organization. The students should also be assessed on that by the IT based supervisors and school-based supervisors. This motivates them in areas where they are not competent enough and help them to exhibit what they have learnt in school, hence industrial training is one of the fulfillments in offering business education programmes (Pitan,2015).

### **Conclusions**

Based on the discussions in the work, the researchers concluded that there is need for business education students to possess generic skills viz-a-viz hard skills to enable them secure, sustain and advance on any job. This will, no doubt, enable graduates to become self-reliant and to have competitive edge.

### **Recommendations**

1. Business education curriculum should bereviewed.
2. This review should be carried out on regular bases to provide inputs from the learner, the teacher, the school, the society and theenvironment.
3. Efforts should be made to highlight in the curriculum the 21st century skills which are crucial to employment within Nigeria and in the global village. This must also include generic skills as highlighted in thisstudy.
4. To match theory with practice in business education, conscious effort should be made to provide adequate time-tabling for the classroom teaching andlearning.
5. It is suggested that all stakeholders in the curriculum should participate effectively during the planning and reviewprocess.
6. In addition, it is suggested that teachers, learners and employers take advantage of field trips and the student industrial Work Experience Scheme (SIWES) to expose learners to work methods and provide needed experience in attitudinalskill.
7. Professional bodies such as Association of Business Educators of Nigeria (ABEN), National Board for Technical Education (NBTE) and so on are called to buttress the need for acquisition of generic skills by thestudents.



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## **EMPLOYABILITY SKILLS NEEDED BY SECRETARIES OF SMALL SCALE ENTERPRISES FOR JOB PERFORMANCE IN ENUGU STATE**

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### **Abstract**

*The main purpose of the study was to determine the employability skills needed by secretaries of small scale enterprises for job performance in Enugu State. The study was guided by two research questions and two null hypotheses. A descriptive survey research design was adopted for the study. The population for the study was 1978 registered small and medium scale enterprise managers in Enugu State. Sample size of 333 was obtained from the registered small scale business enterprise managers using Taro Yamane formula for finite figure. The instrument used for data collection was a 17 item questionnaire grouped into two sections. The instrument was validated and reliability of the instrument was determined using Cronbach Alpha which yielded 0.82. Out of 333 copies of the questionnaire distributed 324 were properly filled and returned representing 97.30% return rate. Mean, standard deviation and t-test statistics were the statistical tools used. From the result of data analysis, the study identified word processing skills and communication skills to be highly needed by the secretaries of small scale businesses. The findings of the study showed that there is no significant difference in the mean ratings of male and female managers of small scale enterprises with respect to word processing and communication skills needed by secretaries for job performance in Enugu State. Based on the findings, recommendations were made which include; administrators of institutions of higher learning should increase funding and emphasis on ICT to train future secretaries on information technology for effective job performance.*

**Keywords:** Employability skill, small scale enterprises, secretaries



## **Introduction**

Small scale businesses are sources of livelihood to many people in Nigeria. According to Hatten (2012) small scale businesses include business activities that are independently owned, operated and financed by one or two persons and has fewer than hundred employees. These include; cassava producing business, plastic manufacturing business, soap and pomade production among others. Alaye-Ogan (2012) defined a small scale business as components with capital base between twenty thousand naira. The Nigeria industrial development bank (NIDB) according to Igwe (2015) defined small scale businesses as enterprises with project cost not exceeding seven hundred and fifty thousand naira.

From the above small scale business is a business which is owned, managed and financed by one or two persons that have a relatively small market share and employ less than fifty (50) workers or persons. Nwobibia (2012) state that small businesses play some defined roles in the economy. They support and strengthen the growth of a nation and are very crucial to the citizens' healthy living. Also, small scale businesses are indispensable to nation's success and growth. There are many small scale enterprises in Enugu State.

Enugu State is one of the 36 states in Nigeria. It is made up of 17 local government areas. Citizens of Enugu State are enterprising hence the proliferation of small scale enterprises in the state. Those enterprises have both male and female secretaries that work in them. Ezeabii (2017) However, one is not sure if gender is a determinant factor for job performance. For small scale enterprises to perform well and achieve stated objectives, they need efficient secretaries.

A secretary is a personal assistant or administrative assistant in a society or organization who deals with a lot of duties which includes; handling of correspondences, managing budgets, book-keeping, attending telephone calls, handling visitors, maintaining websites, among others. Spencer (2011) defined a secretary as an office-staff who combines the mastery of secretarial skills of typewriting and shorthand with office routine functions. Agomuo (2014) defined the duties of a secretary as:

- i. Helping new employees and visitors to find their way around the organizations.
- ii. Manage customer files and other records in an office.
- iii. Handle incoming and outgoing phone calls and mail correspondence.
- iv. Copy documents for mailing or internal distribution.
- v. Perform clerical tasks and errands to assist others by cancelling or rescheduling appointments, ordering office supplies, taking notes during meeting and getting drink for guests, and
- vi. Support the manager or managers in an organization.

Some secretaries cannot effectively perform their functions or do what is expected of them in the office due to lack of education, skills and interest. If a secretary is not excellent in spellings and grammar or cannot type quickly and accurately, or relate with customers or visitors well or have the knowledge of computer software programs, such secretary cannot perform well, in any organization he finds himself. Okoli (2015) opined that a qualified secretary should have a wide knowledge of business acumen, versatile knowledge in accounting, personnel matters, office practice, communication and inside knowledge of the operation of all departments within the organization where he works, unlike a half-baked secretary who possesses only knowledge of shorthand, typewriting and basic office practices. Moreover, for a secretary to perform well in his job and achieve stated objectives he needs to be well trained in various skills which include; managerial, communication, technical skills etc. Job performance of secretary could be assessed through their impact in achieving the organizational outcomes and success. Campbell (2016) describes job performance as an

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individual level variable or something a single person does. Some of the criteria's for job performance include; initiative, attendance, attitude, communication skills, focus, improvement from previous evaluation, integrity, level of knowledge, quality of work, reliability, stress management, team work etc. Therefore, for a secretary to perform well in a small business organization, he must be conversant with these criteria and possess competent skills needed.

Skill is an ability to do something well, gained through training and expectance. Skills involve a practical knowledge and ability to perform a function which could be acquired or learnt in the school or training centres through learning experience. Skills according to Mbah and Umurhuru (2016) are the ability to make purposeful movements that are necessary to complete or master a particular task. Skill is a learned responses, often as a result of specific training which afford someone the ability to perform a particular task and achieve a particular objective. Agomuo (2014) also listed some of the skills needed by secretaries to perform well in the business organization to include: Good organization skills, Good time management, Good communication skills (written and verbal), Discretion, Confidence with information technology (IT) and computer packages, Accuracy and good attention to details, An ability to stay calm and tactful under pressure and Self-motivation. These skills when possessed makes a secretary employable.

Employability according to Okoli (2015) depicts the condition or situation of being ready for employment or ready to be employed, having acquired the necessary skills and tools for such employment. Therefore, employability skills are those skills acquired through education and training which enable one who acquired them to secure related employment easily, retain and progress on the job. Some of the employability skills include communication and word processing skills. Examples of communication skills are typing and computer skills, accounting skills among others. Ezeabii, Nwokike and Jim (2018) stated that communication skills are needed by secretaries of business organizations as they are coordinators of daily routines of an office and organizes the office schedules and paper works. In essence, secretaries need the skills for job performance. The secretaries need certain communication skills to deliver instruction to the students. Okoli (2017) noted that communication skills have become a challenge in the service delivery of secretaries of small scale businesses especially when verbal and non-verbal communication skills are needed. Apart from communication skills, word processing skills are also needed.

Agomuo (2014) explained that the contemporary office workers are required to acquire broad based skills in computer application and information technology. Okoli (2015) opined that every secretary entering the labour market today needs to understand the importance of word processing in carrying out office functions.

It is absurd that some of these small scale enterprise secretaries even in Enugu State are not performing well in the organization. According to Igwe (2015) some secretaries in small scale enterprises are copy typists in the sense that they are not excellent in spellings and grammar skills. Some of them do not type fast and accurately, some lack good customer relationship and this affects their performances in the organizations. Some secretaries are not conversant with varieties of computer software programs. All these deficiencies lead to non-achievement of the objectives of the enterprises. Does it mean that these secretaries do not possess the needed employability skills for job performance? Therefore, this research work sought to determine the employability skills needed by small scale enterprises secretaries for job performance in Enugu State.



## Research Questions

The following research questions guided the study:

1. What are the word processing skills needed by secretaries of small scale enterprises for job performance in Enugu State?
2. What are the communication skills needed by secretaries of small scale enterprises for job performance in Enugu State?

## Hypotheses

The following null hypotheses tested at .05 level of significance guided the study:

H<sub>01</sub> There is no significant difference between the mean ratings of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State.

H<sub>02</sub> A significant difference does not exist between the mean ratings of male and female managers of small scale enterprises with respect to communication skills needed by secretaries for job performance in Enugu State.

## Method

The study adopted a descriptive survey design. This design according to Nworgu (2015) is one in which group of people or items are studied by collecting and analysing data from only a few people or items considered being representative of the entire group. The design was considered appropriate for the study as sample of managers of registered small scale enterprises was used for the study and the result inferred to the entire population. The population used for the study was 1,978 registered small and medium scale managers in Enugu State. Taro Yamane formula for finite figure was used to determine the sample size of 333 registered small scale business managers.

The instrument used for data collection was a 17 item questionnaire grouped into two sections according to the research questions that guided the study. The items were structured in four point rating scale of Very Highly Needed, Highly Needed, Slightly Needed and Not Needed with weighting numerical values of 4, 3, 2 and 1 respectively. The instrument was validated and the reliability of the instrument was determined by administering copies of the validated instrument to secretaries of small scale business enterprises in Anambra State and their responses were analysed using Cronbach Alpha which yielded 0.82. The researchers and two trained research assistants distributed and collected the copies of the questionnaire. Out of 333 copies of the questionnaire distributed 324 were properly filled and returned representing 97.30% return rate. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypothesis using Statistical Package for Social Science (SPSS). The decision was based under the principle of upper and lower limit of the mean. Thus:

4.00 – 3.50	Very Highly Needed	(VHN)
3.49 - 2.50	Highly Needed	(HN)
2.49 - 1.50	Slightly Needed	(SN)
1.49 - 1.00	Not Needed	(NN)

The null hypothesis was rejected when the significant value is less than the 0.05 level of significance and when the significant value is more than the 0.05 level of significance, the null hypothesis was not rejected.



**Results**

The result of the study is presented according to the research questions and hypotheses that guided the study.

**Research Question 1**

What are the word processing skills needed by secretaries of small scale enterprises for job performance in Enugu State?

**Table 1:** Mean ratings and standard deviation of the respondents on the word processing skills needed by secretaries of small scale enterprises for job performance in Enugu State

S/N	ITEMS	Male		Female		Overall		Decision
		N = 201		N = 123		N = 324		
	Word Processing skills needed by secretaries of small scale enterprises include ability to:	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_G$	SD <sub>G</sub>	
1	Type documents	3.46	0.50	3.43	0.49	3.44	0.50	HN
2	Edit documents	3.07	0.90	3.13	0.87	3.12	0.87	HN
3	Proof read documents	2.88	0.57	2.90	0.57	2.89	0.57	HN
4	Save documents	3.18	0.95	3.25	0.90	3.23	0.92	HN
5	Preparing official reports	3.08	0.88	3.18	0.51	3.15	0.87	HN
6	Arrange documents in computer	3.46	0.65	3.26	0.86	3.36	0.74	HN
7	Retrieve documents from	3.33	0.74	3.12	0.67	3.23	0.75	HN
8	Delete documents from computer	3.20	0.56	3.13	0.58	3.18	0.59	HN
	<b>ClusterMean/SD</b>	<b>3.21</b>	<b>0.72</b>	<b>3.18</b>	<b>0.68</b>	<b>3.20</b>	<b>0.73</b>	HN

*X = Mean; SD= Standard Deviation; N= Number of Respondents HN= Highly Needed*



The result of data analysis presented in Table 1 above shows that the overall mean rating of the respondents ranged from 2.89 to 3.44 for the eight items showing that the word processing skills were needed by secretaries of small scale enterprises for job performance in Enugu State. The cluster mean of 3.20 further indicates highly needed. The aggregate standard deviation of 0.73 shows that the respondents have similar opinions to all the items.

### **Hypothesis 1**

There is no significant difference between the mean ratings of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State.

**Table 2:** Summary of t-test analysis of mean rating of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	201						
Female	123	1.385	324	.208	4.02200	2.17991	NS

The result of t-test analysis presented in Table 2 shows that the t-value at 0.05 level of significance and 324 degree of freedom for the eight items is 1.385 with a significant value of 0.208. Since the significant value of 0.208 is more than the 0.05 level of significance the null hypothesis is not significant. This depicts that there is no significant difference with regards to the eight items on the mean ratings of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State.

### **Research Question 2**

What are the communication skills needed by secretaries of small scale enterprises for job performance in Enugu State?

**Table 3:** Mean ratings and standard deviation of the respondents on the communication skills needed by secretaries of small scale enterprises for job performance in Enugu State



S/N	ITEMS	Male N= 201		Female N= 123		Overall 324		Decision
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_{1G}$	SD <sub>G</sub>	
	<b>Communication skills needed by secretaries of small scale enterprises for job performance include ability to:</b>							
9	Speak the business language	3.31	0.71	3.42	0.70	3.37	0.69	HN
10	Listen attentively	3.29	0.84	3.44	0.73	3.34	0.78	HN
11	Write business language	3.27	0.66	3.31	0.53	3.33	0.62	HN
12	Retain the attention of audience	3.12	0.86	3.20	0.63	3.15	0.77	HN
13	Write mailable letters	3.18	0.92	3.30	0.67	3.25	0.85	HN
14	Answer oral communication appropriately	3.11	0.75	3.29	0.71	3.21	0.73	HN
15	Speak English fluently	3.15	0.83	3.17	0.66	3.24	0.77	HN
16	Answer telephone calls	3.20	0.82	3.32	0.67	3.27	0.77	HN
17	Write minutes of meetings	3.42	0.49	3.46	0.49	3.45	0.49	HN
18	Reply business correspondences	3.29	0.97	3.37	0.64	3.33	0.71	HN
	<b>ClusterMean/SD</b>	<b>3.23</b>	<b>0.79</b>	<b>3.33</b>	<b>0.64</b>	<b>3.29</b>	<b>0.72</b>	<b>HN</b>

*X = Mean; SD= Standard Deviation; N= Number of Respondents HN= Highly Needed*

The result of presented in Table 3 above depicts that the overall mean ratings of the respondents ranges from 3.15 to 3.45 for the 10 items showing that the items are the communication skills needed by secretaries of small scale enterprises for job performance. The cluster mean of 3.29 further indicates highly needed. The low standard deviation of 0.72 shows that the respondents have consensus opinions to the items as the communication skills needed by secretaries of small scale enterprises for job performance in Enugu State.

### Hypothesis 2

A significant difference does not exist between the mean ratings of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State.

**Table 4:** Summary of t-test analysis of mean ratings of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	201						
Female	123	1.325	322	.889	4.0730	3.79681	NS

The result of t-text analysis presented in Table 4 shows that the t-value at 0.05 level of significance and 322 degree of freedom for the nine items is 1.325 with a significant value of 0.889. Since the significant value of 0.889 is more than the .05 level of significance the nullhypothesis is not significant. This indicates that there is no significant difference with regards to the 10 items on the mean ratings of male and female managers



of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State.

### **Discussion of Findings**

The findings of the study according to research question one showed that word processing skills needed by secretaries of small scale enterprises for job performance include ability to type documents, edit documents, proof read documents, save documents, prepare official reports, arrange documents in computer, retrieve document from computer and delete documents from computer. This indicated that small scale enterprises need competent secretaries that will possess the identified skills in word processing. This finding is consistent with that of Agomuo (2014) who explained that the contemporary office worker are required to acquire broad based skills in computer application and the knowledge of information technology. This finding is also in consonance with that of Okoli (20015) who opined that every secretary entering the labour market today needs to understand the importance of word processing in carrying out office functions. Also, the findings of the study showed that there was no significant difference between the mean ratings of male and female managers of small scale enterprises with respect to word processing skills needed by secretaries for job performance in Enugu State. This agreed with the observation of Ezeabii (2017) that sex roles and professional status do not affect possession of skills. This means that gender of a secretary had no influence on the skills they ought to possess.

Further, the findings of the study on research question two depicted that the communication skills needed by secretaries of small scale enterprises for job performance includes ability to speak the business language, listen attentively, write business language, retain the attention of audience, write mailable letters, answer oral communication appropriately, speak English fluently, answer telephone calls, write minutes of meetings and reply business correspondences. The findings of the study indicated that secretaries of small scale businesses are expected to have adequate knowledge of communication skills in order to perform their job properly. The finding of the study was in congruence with Ezeabii, Nwokike and Jim (2018) stated that communication skills are needed by secretaries of business organizations as they are coordinators of daily routines of an office and organizes the office schedules and paper works. In essence, secretaries need the skills for job performance. The findings on the null hypothesis indicated that there was no significant difference on the mean ratings of male and female managers of small scale enterprises with respect to communication skills needed by secretaries for job performance in Enugu State. The implication of no significant difference was that gender of the respondents had no influence on the identified communication skills.

### **Conclusion**

The study investigated the employability skills needed by secretaries in small scale businesses for job performance. The study identified employability skills in word processing and communication as to be highly needed by secretaries of small scale enterprises for job performance in Enugu State. This implies that for effective job performance in the contemporary society, the skills are highly needed and training for their acquisition should not be gender biased. In other words, graduate seeking for employment in small scale businesses as secretaries need to acquire among other things the enumerated skills as found by the study.



### **Recommendations**

Based on the findings of the study, the following recommendations were made;

1. Administrators of Institutions of higher learning should increase funding and emphasis on ICT to train future secretaries on information technology for effective job performance.
2. Secretaries of business enterprises should be trained more on word processing skills to effectively manage business enterprises for job performance.
3. Communication skills should be given special attention in training and retraining of secretaries to improve their work performance in their various enterprises.

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## CONTRIBUTION OF BUSINESS STUDIES TOWARDS ENHANCING STUDENTS' ENTREPRENEURIAL INTENTION IN JUNIOR SECONDARY SCHOOLS IN ONITSHA EDUCATION ZONE, ANAMBRA STATE

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### Abstract

*The study ascertained the contribution of business studies towards enhancing students' entrepreneurial intention in junior secondary schools in Onitsha Education Zone, Anambra State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design and the population of the study consisted of 7,645 JSS 2 & 3 students from the 32 public secondary schools in the area. Simple random sampling technique was used to select 300 students from 12 selected public junior secondary schools. Data were collected through a 27-item five-point Likert scale questionnaire titled Entrepreneurial Intention Questionnaire (EIQ). The instrument was validated by three experts in the field of business education and measurement and evaluation. The reliability of the instrument was established using Pilot-test and calculation of data using Cronbach alpha method yielded correlation coefficients of 0.86 and 0.90 for clusters B1 and B2 respectively with an overall coefficient value of 0.88 obtained. Mean, standard deviation and t-test were used for data analysis. Findings showed that business studies to a high extent enhances the attitude and perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. Gender influenced students' ratings on the extent business studies enhance their attitude towards becoming entrepreneurs while gender did not influence their ratings as regards perceived behavioural control towards becoming entrepreneurs. The study concluded that students in secondary schools would benefit from effectively delivered business studies as it would enhance their attitude and perceived behavioural control towards entrepreneurial intention. The researchers recommended among others that; Anambra State government should ensure that well equipped and functional entrepreneurial development laboratories are made available for secondary school students.*

**Key Words:** *Business Studies, Entrepreneurial Intention and Junior Secondary Schools*

### Introduction

Education is recognized as the most potent tools for national development and social change. Education empowers the young with knowledge, skills and attitudes for meaningful living as well as contribution to a better society. Nigeria acknowledges the role of education in her social-economic development, and continues to make several efforts towards providing her citizens with the most effective education possible. Thus, the Federal Republic of Nigeria (FRN) (2013) in her National Policy on Education stated that



one of the main goals of education is the development of appropriate skills, mental, physical and social abilities and competencies to empower the child to live in, and contribute productively to the society. Hence, whenever the economic and developmental needs of Nigeria changes, her educational goals and aspirations changes accordingly. Thus, the Federal Government of Nigeria from time to time initiates various educational policies and programmes to meet these changing needs.

According to Nwagu (2017), with the current economic meltdown and dwindling government resources, there is need to restructure the educational curriculum at all levels with a view to providing students with an education capable of adequately preparing them for self-reliance. It is believed that, if the youths are properly equipped with appropriate skills, then, they could develop job creation mentality for self-reliance upon graduation. This belief prompted the incorporation of business education by the Federal Ministry of Education into the Nigerian education system right from the secondary school level (Nwaukwa, Iloeje, Nzeh & Nwagu, 2018). Business education at the junior secondary school level is called business studies. Business studies refers to the study of those components of business subjects that lead an individual into understanding the business world (Dikeocha, Nwagu, Ugochukwu & Okoronkwo, 2019). This is in agreement with Ezimoha (2016) who pointed out that students are not being trained for a profession at the junior secondary school level in particular, but they are meant to have basic ideas about business. It is a pre-technical and vocational education aimed at imparting vocational skills, commercial and economic development necessary for self-reliance and fulfilling some of the goals of technical and vocational education. Business studies has five component parts namely; office practice, commerce, book-keeping, keyboarding and computer education. The objectives of teaching business studies according to FRN (2013) include: to provide orientation and basic skills with which to start a life of work for those who may not undergo further training; to prepare students for further training in business studies; to relate knowledge and skill to the national economy; to develop basic skills in office occupations and to provide basic business skills for personal use and for the future. Thus, business studies enables students to make informed decisions in everyday business of living, which contributes to the students' understanding of the world of business, and in turn encourages a positive attitude to enterprise and which develops appropriate skills in that field. Business studies also helps students to be exposed to realities of business practices. The subject is designed to introduce students to the foundational knowledge of the principles and practices of business.

Generally, the essence of teaching business education is to build in the students, job creation mentality, entrepreneurial intention or culture which will offer them opportunities to anticipate and respond to changes in the business environment (Adejimole & Olufunmilayo in Nwagu, 2017). In view of this, Adejimole & Olufunmilayo stated that there has been a considerable increase in research on how business education influences students to become entrepreneurs. Therefore, exposure to business studies skills and competencies could instill entrepreneurial intention among business studies students.



Entrepreneurial intention refers to the intent to go into entrepreneurship ventures. Entrepreneurial intention is a state of mind directing a person's attention and action towards self-employment as opposed to searching for jobs. Aladejebi (2018) defined entrepreneurial intention as the search for information that can be used to help fulfill the goal of venture creation. It is a desire to carry out productive activities by effectively directing people to utilize and implement relevant concepts of new ventures. Entrepreneurial intention is not merely a yes or no question but can range from very low, zero, to a very high level of intention to set up a business (Nwagu, 2017). Similarly, the entrepreneurial intention is not inherited, but it could be acquired through training and education (Aladejebi, 2018). This means that entrepreneurial intention could be positively formed by the educational programme such as business studies that will make students aware about entrepreneurship as a career choice. Entrepreneurial intention therefore, summarizes the willingness of an individual to start his own business.

Additionally, entrepreneurial intention has a constructive outcome on students' entrepreneurial attitude, and remains one of the huge reasons as to why a student may decide to be an entrepreneur or not. This, therefore, calls for educational authorities to apply more motivation and share success stories with students in order to motivate them to become future entrepreneurs (Pulka, Rikwentshe & Ibrahim (2014). According to Lee, Lim, Lim, Sern and Wong (2012), intention is defined as a person's state of mind that directs the person's attention (experience and actions) towards a specific goal (object) or path in order to achieve something (for example an Entrepreneur). An individual cannot engage in entrepreneurial pursuit without an intention to do so. Scholten, Kemp and Omta in Nwagu (2017) stated that personal major elements of entrepreneurial intention include attitude, subjective norm, perceived behavioural control and personality traits. Attitude refers to the beliefs, feelings and action of an individual towards ideas or people. In other words, when information received is credible and congruent to already held belief, favourable attitudes are developed about the object, idea, person or group on which that information was received but when the information received is not credible or is incongruent, the reverse is always the case. Similarly, personal attitude could play a major role in the decision of business studies students becoming potential entrepreneur. For instance, teaching students business studies could make students develop positive attitudes that; being an entrepreneur implies more return to them, and that if they had the chance and capital, they would like to start a small scale business.

Perceived behavioural control is another form of entrepreneurial intention which reflects an individual's perception of his or her ability to successfully initiate a new venture (Shook, Priem & McGee, 2013). Perceived behavioural control according to Ndovela (2016) is the perception of students on the easiness or difficulty in the fulfillment of entrepreneurial pursuit upon graduation. Students with high perceived behavioural control towards entrepreneurship may be more likely to start a business. Additionally students with high perceived behavioural control believed that they are capable to control the creation process of a new business, they would have a complete power over the situation if they create and run a business, and recognize all the essential realistic details needed to start a company. Again, when students have high behavioural control, this will increase their commitment towards entrepreneurship and lead to greater motivation to start a business. This shows that the greater the individual believes that he is capable to be a successful entrepreneur with high probability of succeeding, the stronger is the entrepreneurial intention.



Training in business studies could contribute towards enhancing students' entrepreneurship intentions. This is because, business studies exposes its recipients to all activities aimed at fostering skills as well as covering a range of aspects such as idea generation, start-up, growth and innovation. In addition, business studies teaches acquisition of skills such as creativity, initiative, bookkeeping, marketing and keyboarding and persuasion in the educational curricula at an early ages of the child. Valliere (2015) in a study revealed that entrepreneurship education contributes to the development of entrepreneurial intention of students because entrepreneurship education aims to assist students to develop skills and competencies to take advantage of entrepreneurial opportunities. However, gender of business studies students may be a significant variable in determining the contribution of business studies on students' entrepreneurial intention. In agreement, Nwagu (2017) revealed that gender was not a significant factor in the mean ratings of students on the influence of entrepreneurship education on business education undergraduates' entrepreneurial intentions. Similarly, Aladejebi (2018) and Camillus and Anthony (2014) revealed that regarding gender, there was no agreement on whether males have higher tendency to engage in entrepreneurial activities than females and vice versa. Considering the high rate of unemployment among the Nigerian youths, there is need for effective and functional education programme capable of preparing the youths to become entrepreneurs rather than job seekers upon graduation. In view of this, the development effort on training in business studies need to take into consideration the factors that can encourage the intention towards entrepreneurship. It is against this background that this study was carried out to get an insight of the contribution of business studies towards enhancing students' entrepreneurial intentions in junior secondary schools in Onitsha Education Zone, Anambra State.

### **Statement of the Study**

Business studies was introduced into junior secondary school curriculum to provide orientation on entrepreneurship culture among the students and changing their mind-set about white collar jobs which will strengthen the students in the creation of new business ventures. Despite this role, there is high rate of unemployment in Nigeria especially among the products of secondary school and graduates of tertiary institutions and this has become an issue of national concern as youths are wasting their youthful age searching for non existing white collar jobs. This has also resulted to these youths engaging in all sorts of crimes in the society. This situation is worrisome as Wolugbom and Ben-George (2019) lamented that most school leavers having completed junior secondary school level and unable to further their education roam the streets in search of means of livelihood because they lack relevant employability skills they ought to have developed in school. This condition should be an opportunity for the youths to indulge in entrepreneurial field. Given that business education is developed and introduced into secondary schools to teach and encourage entrepreneurial behaviour among students, the continued high rate of unemployment among the youth suggests that the main aim of business studies seems not being achieved hence the need for the study. The study therefore is intended to ascertain the contribution of business studies toward enhancing students' entrepreneurial intention in junior secondary schools in Onitsha Education Zone of Anambra State in particular and Nigeria in general.



## **Research Questions**

The following research questions guided the study:

1. To what extent does business studies enhances the personal attitude of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs?
2. To what extent does business studies enhances perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs?

## **Null Hypotheses**

The following null hypotheses were tested at .05 level of significance:

1. Male and female students in junior secondary schools in Onitsha Education Zone in Anambra State do not differ significantly in their mean ratings on the extent business studies enhances their personal attitude towards becoming entrepreneurs.
2. There is no significant difference in the mean ratings of male and female students in junior secondary schools in Onitsha Education Zone in Anambra State on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs.

## **Methods**

The study adopted a descriptive survey research design. The study was conducted in Onitsha Education Zone, in Anambra State. The population of the study consisted of 7, 465 JSS 2 & 3 students from 32 public junior secondary schools in Onitsha Education Zone in Anambra State. The essence of selecting JSS 2 & 3 students was because they have covered many topics in business studies and will be in a better position to respond to the questionnaire. The sample size comprised 300 students from the public junior secondary schools in the study area. Simple random sampling technique was used to select 12 schools, four each from the three LGAs that make up Onitsha Education Zone. Simple random sampling technique was also used to select 25 students (12 each from JSS 2 and 13 each from JSS 3) from the 12 schools giving a total of 300 students.

Data for the study were collected through the use of structured questionnaire titled: Entrepreneurial Intention Questionnaire (EIQ). The EIQ has two sections; A and B. Section A elicits demographic information of the respondents such as gender while section B consists of two clusters B1 and B2 with 27 items and structured on a five points rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE).

The face and content validity of the instrument was established using the opinions of two experts in the field of Business Education and one expert in Measurement and Evaluation Unit. The reliability of the instrument was established using pilot-test and data analyzed using Cronbach Alpha method yielded correlation coefficients of 0.86 and 0.90 for clusters B1 and B2 respectively with an overall coefficient value of 0.88 obtained.



The researchers administered 300 copies of the questionnaire on the respondents with the help of four research assistants while 287 copies were returned and found usable. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents' opinions. Each item was interpreted based on the real limit of the mean corresponding to each item categories as follows:

**Very High Extent: 4.50 – 5.00**

**High Extent: 3.50 – 4.49**

**Moderate Extent: 2.50 – 3.49**

**Low Extent: 1.50 – 2.49**

**Very Low Extent: 1.00 – 1.49**

T-test was used to test the null hypotheses at 0.05 level of significance. A hypothesis was rejected where the p-value is less than the alpha value but accepted where the p-value is greater or equal to the alpha value. All the analyses were done using SPSS version 23.

## Results

### Research Question 1

To what extent does business studies enhances the personal attitude of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs?

**Table 1: Respondents' mean ratings on the extent business studies enhances attitude of students towards becoming entrepreneurs (N =287)**

S/N	Items on Attitude towards becoming entrepreneurs	$\bar{X}$	SD	Remarks
Business studies:				
1	enhances my belief that starting a small scale business will be attractive to me.	3.78	0.78	High Extent
2	enhances my desire to start a small scale business if I have the chance and financial support.	4.61	0.61	Very High Extent
3	enhances my understanding that it is better to start small scale business than to continue searching for government jobs.	4.08	0.77	High Extent
4	enhances my belief that being a small business owner will give me great job	3.64	0.64	High Extent
5	enhances my desire to be my own boss rather than answering someone sir all the time in the office.	3.57	0.78	High Extent
6	makes a job as a small business owner attractive for me.	3.60	0.85	High Extent



7	makes me to believe that I will succeed if I ever start my own business.	3.86	0.85	High Extent
8	provides more advantages than disadvantages to me.	3.97	0.71	High Extent
9	enhances my belief that being an entrepreneur means employing other people	3.71	0.78	High Extent
10	enhances my understanding of the importance of starting small scale businesses	3.66	0.49	High Extent
11	makes the idea of working for myself very appealing to me	4.50	0.72	Very High Extent
12	increase my belief that I will be able to identify business opportunities when I am ready to start small scale business	3.87	0.58	High Extent
13	increases my determination to create my own small scale business in the future.	3.56	0.89	High Extent
14	increases my belief that becoming an entrepreneur will give me more advantages than my mates who works for government	4.00	0.77	High Extent
<b>Cluster Mean</b>		<b>3.89</b>		<b>High Extent</b>

Data in table 1 shows the cluster mean of 3.89. This means that business studies to a high extent enhances the personal attitude of students towards becoming entrepreneurs. The item by item analysis shows that out of 14 items listed on personal attitudes towards becoming entrepreneurs, items 2 and 11 are rated very high extent with mean scores ranged between 4.50 and 4.61 while the remaining 10 items were rated high extent with mean scores ranging between 3.56 and 4.08. The standard deviations for all the items ranged from 0.49 to 0.89, indicating that the respondents are not wide apart in their ratings.

## **Research Question 2**

To what extent does business studies enhances perceived behavioural control of students in junior secondary schools Onitsha Education Zone in Anambra State towards becoming entrepreneurs?



Table 1: Respondents’ mean ratings on the extent business studies enhances perceived behavioural control of students towards becoming entrepreneurs (N =287)

S/N	Items on Perceived Behavioural Control	$\bar{X}$	SD	Remarks
Business studies:				
15	Makes it easy for me to start a new small scale business and keep it growing	2.54	0.69	Moderate Extent
16	enhances my believe that I would be able to start a business	3.14	0.94	Moderate extent
17	Helps me to control the opening process of my new business	3.68	0.86	High Extent
18	Increases my understanding that if I tried to start a new business, I would have a high chance of being successful in life.	4.26	0.81	High Extent
19	Helps me to know all every practical details it takes to start a new business.	3.42	0.74	Moderate Extent
20	Helps me to identify those events that I cannot control that could prevent me from starting a new business.	3.90	0.90	High Extent
21	Increases my understanding that developing a new business idea would be easy.	4.33	0.63	High Extent
22	Increases the belief that to start a firm would be easy for me.	1.38	0.93	Very Low Extent
23	Enhances my belief that keeping a business working well would be easy for me.	1.61	0.78	Low Extent
24	Helps me to know how to develop a new business project.	4.38	0.69	High Extent
25	Enhances the idea that if I try to start a firm, I will have a high chance of succeeding.	4.29	0.66	High Extent
26	Increases the understanding that if I want, I could become self-employed after my studies.	4.23	0.58	High Extent
27	To enhance the belief that to start my own firm would probably be the best way for me to take advantage of my education.	3.11	0.82	Moderate Extent
<b>Cluster Mean</b>		<b>3.51</b>		<b>High Extent</b>

Data in table 2 shows the cluster mean of 3.51. This means that business studies to a high extent enhances the perceived behavioural control of students towards becoming entrepreneurs. The item by item analysis shows that out of 13 items listed on perceived behavioural control of students towards becoming entrepreneurs, items 13, 14, 16, 17, 20, 21 and 22 were rated high extent with mean scores ranged between 3.68 and 4.38. Items 11, 12, 15 and 23 were rated moderate extent with mean scores ranged between 2.54 and 3.42, item 19 was rated low extent while the remaining items was rated very low extent. The standard deviations for all the items ranged from 0.58 to 0.94, indicating that the respondents are not wide apart in their ratings.



**Hypothesis 1**

Male and female students in junior secondary schools in Onitsha Education Zone in Anambra State do not differ significantly in their mean ratings on the extent business studies enhances their personal attitude towards becoming entrepreneurs.

**Table 3: t-test analysis of male and female students on the extent business studies enhances their attitude towards becoming entrepreneurs**

Gender Remark	N	X̄	SD	df	t-cal	P-value
Male	109	2.86	0.76	275	0.21	0.02
Female	178	3.83	0.92			

Data in Table 3 shows that the t-cal is 0.21 with 275 degree of freedom and p-value of 0.02 which is less than the alpha level of 0.05 ( $0.02 < 0.05$ ). This means that male and female business students in Onitsha Education Zone in Anambra State differ significantly in their mean ratings on the extent business studies enhances their attitude towards becoming entrepreneurs. Therefore, the null hypothesis was rejected.

**Hypothesis 2**

There is no significant difference in the mean ratings of male and female students in junior secondary schools in Onitsha Education Zone in Anambra State on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs.

**Table 4: t-test analysis of male and female students on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs**

Gender Remark	N	X̄	SD	df	t-cal	P-value
Male	109	3.51	0.68	275	1.10	0.71
Female	178	3.59	0.83			

Data in Table 4 shows that the t-cal is 1.10 with 275 degree of freedom and p-value of 0.71 which is greater than the alpha level of 0.05 ( $0.71 > 0.05$ ). This means that male and female business students in Onitsha Education Zone in Anambra State did not differ significantly in their mean ratings on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs. Therefore, the null hypothesis was accepted.



## **Discussion of Findings**

The findings of this study revealed that business studies to a high extent enhance the personal attitude of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. This findings showed that business studies enhances students' desire to start a small scale business if they have the chance and financial support, and makes the idea of working for themselves very appealing to them. The findings of this study agree with the assertion of Dikeocha, Nwagu, Ugochukwu and Okoronkwo (2019) that teaching of business studies lead students into understanding of the business world. Nwagu (2017) reported that the essence of teaching business education at all levels of education is to build in the students, job creation mentality, entrepreneurial intention or culture which will offer them opportunities to anticipate and respond to changes in the business environment. Similarly, Aladejebi (2018) found that entrepreneurship education influenced students' attitude toward becoming entrepreneurs. Furthermore, Douglas and Fitzsimmons (2013) revealed that a relationship exist between students' personal characteristics and their perceptions of entrepreneurial intentions. In support, Pulka, Rikwentishe and Ibrahim (2014) disclosed that entrepreneurial intention has a constructive outcome on students' entrepreneurial attitude, and remains one of the huge reasons as to why a student may decide to be an entrepreneur.

The findings further showed that male and female business students in Onitsha Education Zone in Anambra State differ significantly in their mean ratings on the extent business studies enhances their attitude towards becoming entrepreneurs. This finding concurs with that of Israr and Saleem (2018) which revealed that gender, family background, entrepreneurial education, extraversion, agreeableness, and openness to experience showed positive relationship with entrepreneurial intentions.

Findings of the study in table 2 disclosed that business studies to a high extent enhance the perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. This finding is in line with the position of Zaidatol and Lope in Nwagu (2017) that students who need entrepreneurial exposure have a higher score on perceived behavioural control. This implies that the greater students are exposed to entrepreneurial issues, the greater will be their perceived behavioural control. Obschonka, Silbereisen and Schmitt-Rodermund (2010) asserted that individuals with early characteristics of entrepreneurial personality have higher entrepreneurial control beliefs and these beliefs will lead to higher entrepreneurial intention. Those who have entrepreneurial personality patterns such as locus of control appear to be more confident that they could be successful. Ruhle, Mühlbauer, Grünhagen and Rothenstein (2010) stated that perceived behavioural control has positive influence towards students' entrepreneurial intentions. Elfving, Brannback and Carsrud (2009) explained that, when students have a high behavioural control, it will increase their commitment towards entrepreneurship and lead to greater motivation to start a business. The finding also revealed that male and female business students in Onitsha Education Zone in Anambra State did not differ significantly in their mean ratings on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs. The findings agrees with the findings of Nwagu (2017) that gender did not influence business education undergraduates' ratings on the extent entrepreneurship education influence their entrepreneurial intention based on perceived behavioural control.



## **Conclusion**

The increasing rate of youth and graduate unemployment means that students require education that will equip them knowledge and skills to become job creators instead of job seekers. The curriculum of business subjects is aimed at equipping students with knowledge and understanding of the business world. The findings of this study revealed that business studies enhances students' attitude and perceived behavioural control towards becoming entrepreneurs. Based on the findings of this study, it could be concluded that students in junior secondary schools in Onitsha Education Zone in Anambra State would benefit from effectively delivered business studies as it would enhance their attitude and perceived behavioural control towards entrepreneurial intention.

## **Recommendations**

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

1. Anambra State government should devise a strategy to assist students that indicated their intention to start small scale businesses after graduation. This will help to encourage more students to be serious with their intention to become entrepreneurs.
2. Anambra State government should ensure that well equipped and functional entrepreneurial development laboratories are made available for in secondary school students.



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## ENTREPRENEURIAL SKILL ACQUISITION REQUIRED BY BUSINESS EDUCATION GRADUATES FOR EMPLOYMENT GENERATION IN IMO STATE

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### Abstract

*The study was designed to determine entrepreneur skill acquisition on employment generation of business education graduates in Imo State. This study adopted a descriptive survey design. The population of the study comprised 48 Business educators from Alvan Ikoku Federal College of Education Owerri and Imo State Polytechnic Umuagwo. There was no sampling since the population was manageable. Three research questions and three hypotheses was raised and tested. The study utilized a validated four point scale questionnaire with a reliability coefficient of 0.78 using cronbach alpha analysis, mean and standard deviation was used to analyze the data collected to answer the research questions while the hypothesis was tested at 0.05 level of significance using t-test statistic. The findings of the study revealed that entrepreneurs skill of planning, communication, management, goal setting, problem solving, risk bearing among others are needed for employment generation by business education graduates. The study also identified some challenges such as poor infrastructure and facilities, poor teaching methods, lack of finance among others affect the abilities of the graduates in utilizing the skills for employment generation. The study further proffered solution to the challenges identified.*

**Keywords:** *Entrepreneur, Skill Acquisition, Employment Generation and Business Education.*

### Introduction

Skill is very essential in the life of every individual. The ability to be trained on a particular task or function should be the concern of the government and academic institutions. Onuoha (2014) noted that it is increasingly important that individuals be equipped with self sustaining capabilities especially now that the Nigerian economy is moving towards a direction where only individuals with skills for self reliant can survive. Skill means proficiency or capacity acquired and displayed by a person in a chosen trade (Usoro, 2010).

According to Igbo (2012) skill refers to individuals ability or abilities to perform specific task or assignment successfully. While skill acquisition is a process through which



a person attains mastery of a task. Skill acquisition is the art of learning to do something in order to earn a living and or to survive. National Policy on Education (FRN, 2004) emphasized a united strong and self reliant nation. It further stressed the need for acquisition of appropriate knowledge and skills necessary for generating employment. In the same line, the Universal Basic Education (UBE) programme (1999) contains a comprehensive program designed to inculcate in people the necessary attributes that enhances acquisition of the appropriate skills, ethical, moral and civic values needed for laying a solid foundation for living. In other to achieve this, entrepreneurship courses were introduced in the curriculum of every program including business education.

Entrepreneurial skills are business skills acquired in the course of education that enables individuals to function effectively in changing business environment as entrepreneurs. Entrepreneurs are the organizers and coordinators of the major factors of production, such as land, labour and capital. Entrepreneurs are resourceful and creative and contribute greatly to the economy by developing new markets, discovering new sources of materials, mobilize capital resources, introduction new technologies and as well as generate employment. Entrepreneurs are equipped through entrepreneurship education. (Obi, 2011) noted that entrepreneurship education programme offer students the opportunity to think creatively and to be effective problem solves. Entrepreneurship education provides students with enough training that will make them to be creative and innovative indentifying new business opportunities. Ibezie (2015) added that entrepreneurship provide student with enough training in risk management to make uncertainty bearing more possible and easy and also provide the students opportunity for acquiring skills that will enable them meet the manpower needs of the society. These entrepreneurial skills are acquired in business education.

Business education is a part of vocational education that helps its recipients to be self reliant. Business education is basically education for skill acquisition, vocational and competency. According to Alozie (2010) business education is a component of vocational education that involves acquisition of skills, knowledge and competencies which make the recipient proficient. Business education comprises activities that are aimed at planning, teaching, and developing through a variety of experiences that provide and implore the individual with the ability of influencing the environment and enhancing living by generating employment that boost self-reliance.

Generally, business education encompasses knowledge, attitudes, skills and competencies needed to effectively manage their income and their economic system to ensure continuous earning of income. Adiele (2016) noted that one of the major objectives of business education is to provide technical skills that will enable graduates of business education be equipped with knowledge, skills and techniques arguably indispensable to start up and manage small business effectively. Skill acquisition can serve as a career path diverging from employment provided that prior skills set in the area of self employment have been inculcated (Igwe, 2015). Equipping business education student to be self employed is one of the effective solutions to the issue of lack of employment knowing the labour market in Nigeria economy cannot absorb the entire graduates in the capacity of professionals.

It is imperative that business education graduates be equipped with the needed skills that will help them to generate employment. Ndubuisi (2009) identified the entrepreneur skill acquisition to include; planning skill, creative ability, management ability, financing management skill, thinking skill, problems solving skill. According to Eke (2012) planning skill involves ability to bring together the ideas and activities required to set up a business. Management involves planning, organizing, coordinating and controlling of the activities of an establishment. It is the process of achieving, organizing, communicating, controlling of activities of a business venture. Bassey (2015) also identified entrepreneur skills to include; ability to communicate, take decision, survey an environment for business, learn new things, and set goals. Acquisition of the above mentioned



entrepreneur skills helps business education graduate to see business opportunities, mobilize necessary capital, labour and other inputs operating together and successful know how to generate employment when the need arises. Oborah (2011) added that entrepreneurs skill acquisition equips business education graduates to discover new business opportunities that are lucrative.

Furthermore, the findings of the study revealed that poor teaching method, organization of class, poor motivation, poor infrastructure and facilities, are problems that affect effective teaching of entrepreneurship which affects the students ability to practicalize what has been taught. This is in line with the view of Ibezie (2015) who noted that poor teaching method hinders the students from acquiring competencies for entrepreneur activities, Ndubuisi (2009) added that lack of entrepreneur skills leads inability to be self-reliant. The t-test analysis indicated that the null hypothesis was not rejected which showed that the business educators irrespective of their sex accepted the entrepreneur skill acquisition as effective tool for employment generation.

### **Statement of the Problem**

Business education is a programme of study that prepares individual with multiple skills for teaching and for entrepreneurial competencies for self reliance. Over a period of time, the recipients of the programme are expected to utilize the acquired skill to generate employment putting into practice the entrepreneurial skills acquired from the programme. This seems not to be the same with the graduates of the programme as several skills remain without jobs after graduation. Osondu (2013) noted that business education graduates roam the street looking for white color jobs because the lack of skills needed to generate employment. The unemployment situation is one of the causes of rapid growth in crime in many parts of the world including Nigeria. Uzo (2015) stated that increasing number of graduates who are still unemployed seems to be as a result of lack of entrepreneur skill acquisition. Haven known that entrepreneur education has been introduced into every school curriculum. It is believed that the introduction of entrepreneur education could have become a very good solution to the lack of job situation, yet the problems still exist.

### **Research Questions**

The following research questions guided the study:

1. What are the entrepreneur skill acquisitions required by business education graduates for employment generation?
2. What are the likely challenges of entrepreneur skill acquisition for employment generation?
3. What are the likely solutions to the challenges of entrepreneur skill acquisition for employment generation in the study area?

### **Hypotheses**

1. There is no significant difference in the mean responses of male and female business educators on the entrepreneur skill acquisition required by business education graduates for employment generation.
2. There is no significant difference in the mean responses of male and female business educators on the challenges of entrepreneurial skill acquisition required by business education graduates for employment generation.
3. There is no significant difference in the mean responses of male and female business educators on the likely solutions to the challenges of entrepreneurial skill acquisition required by business education graduates for employment generation.



## Methods

The study adopted a descriptive survey research which involved gathering data through the use of questionnaire. The population of the study consisted of 48 business educators from Alvan Ikoku Federal College of Education Owerri and Imo State Polytechnic Umuagwo. The study utilized a validated four point scale questionnaire with a reliability of 0.78. Cronbach Alpha reliability coefficient was used to test the reliability of the instrument and a coefficient of 0.78 was obtained. The researchers with the help of two research assistants administered and collected the instrument from the respondents.

The data collected for the study were analyzed using the arithmetic mean to answer the research questions and t-test statistics to test the hypotheses at 0.05 level of significance. Any item with a mean rating of 2.50 or above was regarded as accepted while mean rating less than 2.50 was regarded as not accepted. For the hypotheses, any item with t-calculated value greater than critical value was rejected, otherwise the hypothesis of no significant difference was accepted.

## Results

The results of data obtained from the respondents are shown below:

**Research Question One:** What are the entrepreneur skill acquisitions required by business education graduates for employment generation in Imo State.

Table 1: Mean and standard deviation of respondents on the entrepreneur skill acquisition required by business education graduates for employment generation.

S/N	Item statement	$\bar{X}$	SD	Remark
1	Skill of management	3.57	1.37	Required
2	Creative skill	3.14	1.32	Required
3	Planning skill	3.40	1.46	Required
4	Opportunity identification skill	2.94	1.28	Required
5	Cooperative skill	3.57	1.43	Required
6	Communication skill	3.38	1.36	Required
7	Goal setting skill	3.53	1.44	Required
8	Critical thinking skill	3.27	1.26	Required
9	Problem solving skill	2.40	1.36	Required
10	Decision making skill	2.40	1.36	Required
11	Marketing strategy skills	3.88	1.87	Required
12	Financial management skill	2.57	1.25	Required
13	Conflict prevention and resolution skill	2.54	1.23	Required
14	Stress management skill	2.52	1.11	Required
15	Good customer relationship skill	3.08	1.31	Required



16	Department recovery skill	3.65	1.29	Required
17	Risk bearing skill	2.60	1.05	Required
18	Motivation skill	3.65	1.29	Required
19	Technical skills	3.55	1.03	Required
20	Innovative skills	3.47	1.33	Required
21	Self management skill	3.53	1.33	Required
22	Integrity/honesty skill	2.52	1.21	Required

The data presented in table 1 above revealed that all the items on entrepreneur skill acquisition required for employment generation showed high mean scores which agree with all items as being entrepreneurial skills. A study by Obi (2009) revealed great needs of business education graduate to display the required entrepreneur skills acquisition. The result of the present study implies that the needs still exist.

**Research Question Two:** What are the challenges of entrepreneur skill acquisition for employment generation?

**Table 2: Mean and standard deviation of respondents on the challenges of entrepreneur skill acquisition for employment generation.**

S/N	Item statement	$\bar{X}$	SD	Remark
23	Poor organization of entrepreneurship classes by schools.	3.02	0.97	Required
24	Inadequate infrastructures and facilities.	3.15	1.78	Required
25	Poor teaching method.	3.43	0.78	Required
26	Wrong placement of entrepreneur unit head.	3.33	1.58	Required
27	Poor curriculum planning.	2.89	1.81	Required
28	Lack of finance	2.93	1.74	Required
29	Poor motivation of teachers.	3.11	1.71	Required
30	Lack of interest by students.	3.35	0.75	Required
	<b>Grand Mean</b>	<b>3.17</b>		<b>Required</b>

Table 2 shows that all the items in the table are identified problems that hinder effective utilization of entrepreneur skill acquisition for employment generation in the study area.

**Research Question Three:** What are the likely solutions to the challenges of entrepreneur skill acquisition for employment generation in the study area?



**Table 3:** Mean and standard deviation of respondents on the likely solution to challenges of entrepreneurial skill acquisition in the study are.

S/N	Item statement	$\bar{X}$	SD	Remark
31	Utilize small group system for good organization of students.	2.61	1.57	Required
32	Provide efficient and effective infrastructures and facilities.	3.23	1.40	Required
33	Utilize effective and appropriate teaching method.	3.49	1.67	Required
34	Business educator should head entrepreneurship unit.	2.85	1.69	Required
35	Plan curriculum to accommodate the needed practicals.	3.11	1.51	Required
36	Provision of adequate finance.	3.50	1.72	Required
37	Students should be motivated.	2.40	1.51	Required
38	Skill acquisition centres should be established for practicals.	2.53	1.46	Required
<b>Grand Mean</b>		<b>3.21</b>		

Table 3 reveals that all items in the table are seen as solution to likely challenges of entrepreneurial skill acquisition needed for employment generation in the study area.

**Hypotheses 1:**

There is no significant difference in the mean responses of male and female business educators on the challenges of entrepreneurial skill acquisition required by business education graduates for employment generation.

**Table 4:** T-test analysis of the mean responses of male and female business educators on entrepreneurial skill acquisition required by business education graduates for employment generation in Imo State.

S/N	Group	N	X	SD	DF	t-cal	t-tab	Lev. of sign.	Remark
1	Male	19	2.92	0.61	55	1.88	1.98	0.05	NS
2	Female	29	3.61	0.78					

Table 4 shows that there is no significant difference in the mean responses of male and female business educators in Imo State on entrepreneurial skill acquisition required by business education graduates for employment generation. As the calculated value of 1.88 is less than the table value of 1.98 at 0.05 lev. of sign. Therefore, the null hypothesis is accepted.



**Hypotheses 2:**

There is no significant difference in the mean responses of male and female business educators on the challenges of entrepreneurial skills required for employment generation.

**Table 5:** T-test analysis of the mean responses of male and female business educators on challenges of entrepreneurial skills required for employment generation.

S/N	Group	N	X	SD	DF	t-cal	t-tab	Lev. of sign.	Remark
1	Male	19	2.90	0.60	55	1.89	1.97	0.05	NS
2	Female	29	3.58	0.76					

Table five shows that there is no significant difference in the mean responses of male and female business educators in Imo State on challenges of entrepreneurial skills acquisition required by business education graduates for employment generation. As the calculated value of 1.89 is less than the table value of 1.97 at 0.05 level of significance. Therefore the null hypotheses is accepted.

**Hypotheses 3:**

There is no significant different in the mean responses of male and female business educators on the likely solution to the challenges of entrepreneurial skill acquisition required by business education graduates for employment generation.

**Table 6:** T-test analysis of the mean responses of male and female business educators on the likely solution to the challenges of entrepreneurial skill acquisition required by business education graduates for employment generation in Imo State.

S/N	Group	N	X	SD	DF	t-cal	t-tab	Lev. of sign.	Remark
1	Male	19	2.62	0.61	55	1.59	1.75	0.05	NS
2	Female	29	2.58	0.64					

Table six shows that there is no significant difference in the mean response of male and female business educators on the challenges of entrepreneurial skill acquisition required by business education graduates for employment generation in Imo State. Calculated value of 1.59 is less than the table value of 1.75 at 0.05 level of significant. Therefore the null hypothesis was accepted.

**Discussion of Findings**

The results of the study revealed in table 1 among others, management skill, creative skill, planning skill, cooperative skill, innovative skill, goal setting skill, planning skill are very imperative entrepreneur skills needed to succeed in business venture as well as generate employment. These findings are in agreement with Ubaka (2012) who noted that an entrepreneur possess skills of innovation, planning, communication, management to effectively establish business enterprise for self-reliant. Akaranu and Baba (2011) sees



in entrepreneur as one who chooses or assumes risk, identified business opportunities, gathers resources to meet demand of the people thereby create market for the idea or product. A study by Obi (2009) revealed great needs of business education graduates, to display the required entrepreneur skills. The result of the present study shows that the need for skill still exist.

## **Conclusion**

Based on the findings of the study, it was concluded that acquiring entrepreneur skills places business education graduates on a platform of generating employment which leads to economic growth and development from the findings of this study, entrepreneurial skill acquisition required by business education graduates includes; skill of management, creative skill, planning skill, opportunity identification skill, cooperative skill, communication skill, goal setting skill, critical thinking skill, problem solving skill, decision making skill, marketing strategy skill, financial management skill, conflict prevention/resolution skill, stress management skill, good customer relationship skill, motivation skill, technical skill, innovative skills.

The findings found out that the identified entrepreneurial skill are useful instrument for creating jobs.

## **Recommendation**

Based on the findings of the study, the following recommendations were made;

1. Government and school management should establish skill acquisition centres in schools and outside of the school where practical skills will be taught to students.
2. Entrepreneurship unit should be supervised by business education department to ensure required entrepreneur skill acquisitions are properly taught to students while skill in school.
3. Business education teachers should mentor business education students on entrepreneur ventures where will be mentored on entrepreneurial skills.
4. Government should organize seminars and workshop from time to time where entrepreneurs which includes business education graduates will be trained.
5. Business education teachers should utilize appropriate teaching method to teach entrepreneurship courses.

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## BUSINESS STUDIES AT PRIMARY EDUCATION LEVEL: A CATALYST FOR PREPARING YOUNG CHILDREN FOR THE WORLD OF WORK AND FURTHER STUDIES IN LAGOS STATE

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### Abstract

Primary education was designed to prepare young people for the world of work and higher studies. However, this objective has not been given adequate attention, which has consequently led to rise in unemployment among people who could not further after primary education. This study examined Business Studies at Primary School Level of Education as a catalyst for preparing young children for the world of work and further studies in Lagos State, Nigeria. Descriptive research survey was employed for the study. The population of the study consisted all of 138 and 97 business studies teachers in Epe and Ibeju-Lekki Local Government Area of Lagos State respectively while judgmental sampling technique was used to select 94 respondents representing 40% of the entire population. The instrument for data collection was a structured questionnaire, validated by experts in measurement and evaluation. Cronbach, alpha measure of Internal Consistency was used to determine reliability of the instrument, which yielded the coefficient alpha value of 0.82, which was high enough to be reliable. The data collected were analyzed using mean to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses of the study at 0.05 level of significant. The findings of the study revealed that Business studies would prepare primary school pupils for the world of work and higher studies. Based on the finding. It was recommended among all that professional bodies like ABEN and BUSTAN should propose the introduction of Business Studies into the Primary School Curriculum to the Government. Also the Government should make primary and secondary education totally free, accessible, efficient and effective, so as to accommodate all young children.

**Keywords:** Business Studies, Primary Education level, Young children, World of Work, Further Studies



## **Introduction**

The world is currently undergoing socio-economic transformations and the strategic role of education in this regard cannot be overemphasized. Education is the only means through which the elimination of illiteracy, ignorance, unemployment, poverty and diseases can be facilitated among people (Ajuluchukwu, 2015). Education could be formal (well structured, organized and coordinated) or informal (not well structured, organized and coordinated). There are three levels of formal education in Nigeria, viz: primary education, secondary education and tertiary education.

According to the National Policy on Education (FRN 2012), primary education is the education given in institutions for children aged 6 -11 years, plus. The primary education is the first six years of the nine years of basic education using the Universal Basic Education (UBE) standard. This stage of education is often addressed as elementary education and it relates to the development of children's cognitive at early age. As noted by Suryaman & Hari, (2017), primary education is the most basic formal education level. Primary education was seen as the strong unit of education on which all other systems are built upon and ascribed the key to success or failure of the whole system (FRN, 2012). The objectives of primary education according to the National Policy on Education of the Federal Republic of Nigeria, (2012) were to:

- i. Inculcate permanent literacy and numeracy, and ability to communicate effectively;
- ii. Lay a sound basis for scientific and reflective thinking;
- iii. Give citizenship education as a basis for effective participation in and contribution to the life of the society;
- iv. Mold the character and develop sound attitude and morals in children;
- v. Develop in the child, the ability to adapt to the child's changing environment;
- vi. Giving the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- vii. Provide the child with basic tools for further educational advancement, including preparation for trades and the craft of the locality (FRN, 2012).

For several decades, the aspects of the goals of primary education which recognized the training that gives the child opportunities for developing manipulative skills and provide him/her with basic tools for preparation for the world of work (business studies, inclusive) has not been implemented at the primary school level, Adebisi, (2016). According to National Education Research and Development Council (NERDC, 2013), the core compulsory subjects in the primary school curriculum includes; English Studies, one major Nigerian Language (Hausa, Igbo or Yoruba), Mathematics, basic science and technology, social studies, civic education, cultural and creative arts (CCA), religion studies, physical and health education as well as computer. The curriculum partly recognizes those subjects needed to expose the children to some vocations and prepare them for the world of business, even as elective subjects. However, business studies which is traditionally the vocational subject that prepares its recipients for the world of work was not given its right place in the primary school curriculum. It does not stand out as a programme of its own like other vocational subjects (Agriculture, home economics as well as cultural and creative arts). Rather, it was partly incorporated in other subjects like mathematics and social studies. This has subsequently deprived the young



children the right to be provided with basic tools for further educational advancement as well as preparation for the world of work. As a result, most students find it difficult to cope with the subjects of business studies when getting to secondary school seemingly because of lack of background of the subject right from primary schools. Over the years, it has consequently affected students' academic performance in business studies at junior secondary school and even at post junior secondary school levels, Adebisi, (2016).

Also, those who could not continue their education after primary school (primary school leavers) in the labour market today seems disappointing, as many of them fail to gain employment or end up with menial jobs in poor conditions as cleaners, gatemen and house maids. This is evident in the rate of unemployment among primary school leavers in Nigeria as revealed by the National Bureau of Statistics in table 1.

**Table1: Rate of Unemployment among Primary School Leavers in Nigeria**

<b>Year</b>	<b>Population</b>	<b>Unemployed</b>	<b>Unemployment Rate</b>
2010	15,682,209	811,673	<b>5.2</b>
2011	16,775,319	898,278	<b>5.4</b>
2012	11,205,635	848,396	<b>7.6</b>
2013	14,181,832	959,978	<b>6.8</b>
2014	14,545,984	661,889	<b>4.6</b>
2015	15,379,174	1,116,116	<b>7.3</b>
2016	15,754,773	1,594,173	<b>10.1</b>
2017	15,082,963	2,453,515	<b>16.3</b>
2018	15,788,588	3,083,537	<b>19.5</b>

**Source:** National Bureau of Statistics (NBS, 2018)

From the table above, it is clear that the rate of unemployment among primary school leavers in Nigeria is not only on the rise over the years but also at alarming rate. The poor implementation of Business Education worsens the dwindling situation of myriads of problems experienced in Nigeria today; (Adebisi, 2016). In order to be economically literate and an informed citizen, wise consumers and competent workers, each person irrespective of level of educational attainment must have some understanding of the world of business and how it functions. It is important that everyone possesses at least minimum knowledge, skills and understanding with which to make judgment needed in our free enterprise society and to make contributions to the world of work, (Adebisi, 2016).



Since learners in elementary schools are at formative stage, the idea of introducing business studies at this level needs to be appreciated as a concrete step to prepare learners for entrepreneurship from an early age (Suryaman&Hari, 2017). Business studies aids in providing pupils / students at all levels with the ability to function effectively in the business world (Yahaya, Nana &Abdulrahman, 2014). As noted by Abderrahman, (2016) childhood, along with adolescence, is the preferred period to plant business idea seeds and to nurture positive attitudes toward business enterprise as well as to acquire basic knowledge on the topic. Through business studies, primary school pupils would be afforded the opportunity to develop interest and abilities; skills and understanding of the vocational opportunities available in the broad field of business that enables one assume his civic responsibilities through enlightened participation in the business system, proper self-management and better consumer awareness. Therefore, primary education in Nigeria needs urgent attention in terms of overhauling its curriculum to accommodate the learning experiences that would not only focus on mathematics, science and technology but also lay solid foundation for preparing the young children for the world of business, Adebisi, K. I. (2016).

### **Statement of the Problem**

Primary education was designed to prepare young people for the world of work and higher studies, Abderrahman, (2016). However, despite how laudable these goals are, the role of preparing the young children for the world of work and higher studies have not been given adequate attention in the primary school curriculum in Nigeria, Ajuluchukwu, (2015). The curriculum is not imbued with the right learning experiences that could lay solid foundation for the preparation of the young children for trade the world of work, of which business studies is one. This situation has consequently led to increasing rise in unemployment among primary school leavers, who could not continue their formal education after primary education. Also those who eventually proceeded to secondary school found it difficult to embrace subjects which they do not have background while in primary school. Therefore, the study was carried out to examine how the teaching of business studies at primary education level will help in the preparation of the young children for the world of work in, as well as lay solid foundation for them to perform better academically in the subject when getting to junior secondary school.

### **Purpose of the Study**

The study intends to:

- i. Examine how teaching of business studies in primary schools would aid preparation of the young children for the world of work in Lagos State.
- ii. Investigate how teaching of business studies in primary schools would influence academic achievement of junior secondary school students in business studies in Lagos State



### **Research Questions**

- i. How will teaching of business studies at primary schools prepare the young children for the world of work in Lagos State?
- ii. Wouldwill teaching of business studies at primary schools influence academic achievement of junior secondary school students in business studies in Lagos State?

### **Research Hypotheses**

- H<sub>01</sub> There is no significant difference in the mean responses of public and private business studies teachers as regards how teaching of business studies at primary schools would aid the preparation of the young children for the world of work in Lagos State.
- H<sub>02</sub> There is no significant difference in the mean responses of public and private business studies teachers as regards how teaching of business studies at primary schools would influence academic achievement of junior secondary school students in business studies in Lagos State?

### **Methodology**

The non-experimental design involving the descriptive research survey type was employed for the purpose of this study. The population of this study consisted of 138 business studies teachers (public and private) in Epe Local Government Areas and 97 business studies teachers (public and private) in Ibeju-Lekki Local Government Areas of Lagos State respectfully. Due to the high intellectual abilities of the individuals involved in the population of the study, judgmental sampling technique was used to select ninety four (94) respondents representing 40% of the entire population. The instrument for data collection was a structured questionnaire which was developed by the researchers, titled 'Questionnaire on Introduction of Business Studies at the Primary Education Level as a Catalyst for preparing Young Children for the World of Work and further Studies' (IBSPSLCPYCWWFS). The questionnaire was validated by experts in the field of measurement and evaluation. The reliability of the instrument was determined by administering 10 sets of questionnaire to 10 business studies teachers, who were not part of the research study. Their responses were analyzed using the Cronbach alpha, measure of internal consistency, which yielded a coefficient alpha value of 0.82, which was high enough to be reliable. The instrument for data collection was administered to the respondents by the researchers, with the help of one trained research assistant. A total number of 91 business studies teachers, representing 97% of the sample size responded to the questionnaire. The data collected from the respondents were analyzed using mean and standard deviation to answer the research questions, while t-test statistical technique was used to test the null hypotheses of the study, at 0.05 level of significant. The decision rules for answering the research questions were based on the fact, that any calculated mean scores equal to, or greater than 2.50 was regarded as agreed, while any calculated mean scores less than 2.50 was regarded as disagreed. Furthermore, the value (t) was used in taking the decisions on the hypotheses. If the t-value was less than or equal to t-calculated t, the null hypotheses was not retained, but if the t-value was equal to or greater than t-calculated, the null hypotheses was retained.



## Results

**Research Question 1:** How will teaching of business studies at primary schools prepare the young children for the world of work in Lagos State?

**Table 2: Mean Response of Respondents on how the Teaching of Business Studies in Primary Schools will Prepare the Young Children for the World of Work in Lagos State**

S/N	Items	Mean	Remark
1.	Introducing business studies into the primary school curriculum would prepare the young children for the world of work in case they do not go further academically	3.52	Agreed
2.	Teaching business studies at primary school level will lay a solid foundation for the young children on business ideas and concepts.	3.62	Agreed
3.	In order to be economically literate primary school pupils must have some understanding of the world of business and how it functions.	3.78	Agreed
4.	Introducing business studies at primary school level is a concrete step to prepare the young pupils for all types of entrepreneurship.	3.60	Agreed
5.	Primary school level is the preferred period to plant business idea seeds and to nurture positive attitudes toward business enterprise in the young children.	3.89	Agreed
6.	Through business studies, primary school pupils would be afforded the opportunity to have understanding of the vocational opportunities available in the broad field of business	3.74	Agreed

The table 2 reveals that the mean response of the respondents is far above the acceptable mean of 2.50 for all the items. This is an indication that teaching of business studies in primary schools would prepare primary school pupils for the world of work in Lagos State.

**Research Question 2:** How will teaching of business studies in primary schools influence academic achievement of junior secondary school students in business studies in Lagos State?



**Table 3: Mean Responses of Respondents on how teaching of Business Studies in Primary Schools will influence academic achievement of Junior Secondary School Students in Business Studies in Lagos State**

S/N	Items	Mean	Remark
1.	Having background knowledge of business studies right from primary school would aid junior secondary school students' achievement in business studies.	3.88	Agreed
2.	It helps the children not to come across business studies for the first time at junior secondary school level, thereby helping them to perform better	3.77	Agreed
3.	Business studies would be easier to teach in secondary schools when the students have earlier background of the subject right from primary school.	3.61	Agreed
4.	Students' interest in business studies needed to be aroused right from primary school for better performance in secondary schools.	3.51	Agreed
5.	Junior secondary school students would perform more in business studies than any other subject if they have idea of the subject like other subjects while in primary schools.	3.82	Agreed

The table 3 reveals that the mean response of the respondents is above the acceptable mean of 2.50 for all the items. This is an indication that teaching of business studies in primary schools would influence academic achievement of junior secondary school students in business studies in Lagos State.

**Test of Hypotheses**

HO<sub>1</sub>: There is no significant difference in the mean responses of public and private business studies teachers as regards how teaching of business studies in primary schools would aid the preparation of the young children for the world of work in Lagos State.

**Table 4: T-test Analysis of the Mean Response of Public and Private Business Studies Teachers as Regards how Teaching of Business Studies in Primary Schools Would aid the Preparation of the Young Children for the World of Work in Lagos State**

Variables	Mean	SD	N	F	t cal	t table	Decision
Public business studies teachers	2.55	0.15	56	89	1.09	1.99	Retain H <sub>01</sub>
Private business studies teachers	2.63	0.26	35				

Table 4 indicated that the table value of 1.99 at 0.05 level with degree of freedom of 89 is greater than the calculated value of 1.09. This implies that there is no significant difference between the mean responses of public and private business studies teachers as regards how teaching of business studies in primary schools would aid preparation of



the young children for the world of work in Lagos State. Therefore, the null hypothesis was retained

H<sub>02</sub>: There is no significant difference in the mean responses of public and private business studies teachers as regards how teaching of business studies in primary schools would influence academic achievement of junior secondary school students in business studies in Lagos State?

**Table 5: T-test Analysis of the Mean Responses of Public and Private Business Studies Teachers as Regards how Teaching of Business Studies in Primary Schools Influences Academic Achievement of Junior Secondary School Students in Business Studies in Lagos State**

Variables	Mean	SD	N	F	t-cal	t-table	Decision
Public business studies teachers	2.51	0.21	56	89	1.09	1.99	Retain H <sub>02</sub>
Private business studies teachers	2.54	0.22	35				

Table 5 indicated that the table value of 1.99 at 0.05 level with degree of freedom of 89 is greater than the calculated value of 1.09. This implies that there is no significant difference between the mean responses of public and private business studies teachers as regards how teaching of business studies in primary schools would influence academic achievement of junior secondary school students in business studies in Lagos State. Therefore, the null hypothesis was retained.

### Discussion of Findings

The finding of the study revealed that teaching of business studies at primary school level will prepare primary school pupils for the world of work in Lagos State. This finding supports the view of Adebisi, (2016) who observed that the poor implementation of Business Education, starting from the primary level, worsens the dwindling situation of myriads of problems experienced in Nigerian schools today. It is important that everyone possesses at least minimum knowledge, skills and understanding with which to make judgment needed in our free enterprise society and to make contributions to the world of work. Adebisi, 2016 and Suryaman & Hari, (2017) also in line with this finding posited that since learners at the Primary schools are at formative stage, the idea of introducing business studies at that level needs to be appreciated as a concrete step to prepare learners for entrepreneurship from an early stage in life.

The finding also revealed that teaching of business studies in primary schools would influence academic achievement of junior secondary school students in business studies in Lagos State. This finding also corroborates Abderrahman, (2016) who revealed that childhood, along with adolescence, is the preferred period to plant business idea seeds and to nurture positive attitudes toward business enterprise as well as to acquire basic knowledge on the topic as the child goes further academically.



Finally, the study revealed that there is no significant difference between the mean responses of public and private business studies teachers as regards how teaching of business studies in primary schools would aid preparation of the young children for the world of work, as well as influence academic achievement of junior secondary school students in business studies in Lagos State.

## **Conclusion**

Based on the findings of the study, the rate of increase in people with primary school certificate is worrisome especially between 2015 and 2018. Business studies is a subject that would prepare primary school pupils for the world of work and higher studies. Teaching the subjects at early stage of primary schools would provide the pupils with an insight to the business world, and how it functions, thereby instilling the entrepreneurial spirit in them and preparing them too for studying business studies at junior secondary school level. Therefore, all hands must be on deck to introduce business studies into the primary school curriculum to serve as catalyst for preparing young children for the world of work and further studies in Lagos State in particular and Nigeria at large.

## **Recommendations**

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

- i. Government should make primary and secondary education totally free, accessible, efficient and effective to reduce the rate at which people remain with primary school certificate alone in Nigeria.
- ii. Government and stake holders in Primary Education should urgently organize education summit to review the curriculum of primary education to determine the right learning experience that will make young children develop self-reliant skills and attitude at early age.
- iii. Professional bodies like ABEN and BUSTAN should propose the introduction of business studies into the primary school curriculum to the Government.
- iv. Business educators should beam their searchlights on the right learning experience needed to prepare the young children at the primary school for the world of work.
- v. When business studies are eventually included into the primary school curriculum, it should be handled by experts in the field of business education for optimal results.
- vi. Business educators should be well prepared for their new role of instilling business idea and functions into the young children at primary school level.
- vii. The Nigerian Educational Research and Development Council (NERDC) that developed and introduced the 9-Year Basic Education Curriculum (BEC) in schools should re-align all extant Primary and Junior Secondary School Curricula to meet the key targets of the UBE programme



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## INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS ON SECRETARIES' JOB RETENTION IN TERTIARY INSTITUTIONS IN DELTA STATE

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### Abstract

*The study assessed the influence of information and communication technology skills on secretaries' job retention in tertiary institutions in Delta State. Two research questions were raised and a null hypothesis was tested at 0.05 level of significance for the study. The study utilized descriptive survey research design. The population of the study was 186 secretaries from six tertiary institutions in Delta State. There was no sampling. A questionnaire was used to collect data. Mean was used to answer the research questions and t-test was used to test the hypothesis. The results of the analysis showed that desktop publishing influenced job retention to a high extent; it also revealed that spreadsheet influenced job retention to a high extent. Male and female secretaries did not differ significantly in their rating on the influence of ICT skills on secretaries' job retention in Delta State; hence the null hypothesis was accepted. It was therefore concluded that ICT skills that mostly influence the job retention of secretaries in tertiary institutions in Delta State are desktop publishing skills and spreadsheet. Consequently, it was recommended that Tertiary Education Trust Fund in combination with school management should prioritize the training and re-training of secretaries on ICT skills.*

**Keywords:** Job Retention, Desktop Publishing, Spreadsheet, ICT, Tertiary Institutions

### Introduction

In most countries of the world, the information revolution has altered many aspects of life significantly in areas such as: education, commerce, employment, medicine, security, transportation, and entertainment. Consequently, information and communication technology (ICT) has affected in both good and bad ways, for example in community life, family life, human relationships, education, careers, freedom and democracy (Stanford, 2015). The future looks bright for office and effective secretarial work in the 21<sup>st</sup> century, as a result of major changes in the way the world operates.

Information communication technology is a tool that comprises electronic devices which are utilized for the information and communication needs of institutions, organizations, students and individuals (Nwakundo, Oguejiofor & Nwankwo, 2006). Such electronic devices include computers (software and hardware), networking, telephone,



video, multimedia and internet. Application and utilization of these devices convert information, text messages, sounds and motion to common digital forms. Therefore, information and communication technology is the use of computer and telecommunication facilities to store, process and retrieve information from various sources, generate and transfer ideas, and also impart knowledge to recipients.

New business procedures and global markets trends have contributed to the new demands in today's world of work. These changes that have affected secretaries in the work place also affect curriculum changes in programs training individuals for the secretarial profession. The course seems to have changed in nomenclature content and scope. Igbiniedion (2011) stated that secretarial education which gave birth to office technology and management started in the United States of America in the 17<sup>th</sup> and 18<sup>th</sup> centuries, by the 19<sup>th</sup> and 20<sup>th</sup> centuries and the course had expanded rapidly to some developed and developing countries. The author further explained that Office Technology and Management education is a specialized phase of vocational education that prepares students to enter teaching and office occupations as capable and intelligent members of the work force. Knowledge in ICT becomes imperative for the learners of office technology and management programme. Technology appears to be the driving force behind much of the change in the way of doing office work. The jobs of today's secretaries are threatened by the flux of technologies as the role of the secretaries is being challenged. There is therefore a need for secretaries to acquire new skills that will enable them cope with this development. The indispensable role of information communication technology forms the bedrock and overall development of any nation (UNESCO, 2004).

Desktop publishing is the ability to arrange text and graphics in such a way as to effectively communicate ideas and create documents (Jeroen & Weckert, 2008). Desktop publishing (DTP) is the creation of documents using page layout software on a personal ("desktop") computer. It was first used almost exclusively for print publications, but now it also assists in the creation of various forms of online content (Bear, 2019). Desktop publishing software can generate layouts and produce typographic-quality text and images comparable to traditional typography and printing. Desktop publishing is also the main reference for digital typography. This technology allows individuals, businesses, and other organizations to self-publish a wide variety of content, from menus to magazines to books, without the expense of commercial printing (Ruiter, 1988).

Desktop publishing often requires the use of a personal computer and What You See is What You Get (WYSIWYG) page layout software to create documents for either large-scale publishing or small-scale local multifunction peripheral output and distribution – although a non-WYSIWYG system such as LaTeX could also be used for the creation of highly structured and technically demanding documents as well (Presley, 2010). Desktop publishing methods provide more control over design, layout, and typography than word processing. However, word processing software has evolved to include most, if not all, capabilities previously available only with professional printing or desktop publishing (Math Vault, 2015).



A spreadsheet is a computer application for organization, analysis and storage of data in tabular form (American Heritage Dictionary, 2011). Spreadsheets were developed as computerized analogs of paper accounting worksheets (TechTarget, 2016). The program operates on data entered in cells of a table. Each cell may contain either numeric or text data, or the results of formulas that automatically calculate and display a value based on the contents of other cells. A spreadsheet may also refer to one such electronic document (Beal, 2016).

Spreadsheet users can adjust any stored value and observe the effects on calculated values. This makes the spreadsheet useful for "what-if" analysis since many cases can be rapidly investigated without manual recalculation. Modern spreadsheet software can have multiple interacting sheets and can display data either as text and numerals or in graphical form.

Spreadsheets are application software used to solve business problem that require comparison, projection, or evaluation of different proposal. With spreadsheet application, such as MS Excel, information is easily displayed and people can insert formulas to work with data. Information can also be sorted and filtered and it is usually useful for decision making (Jorn & Duin, 1992).

The secretarial roles and functions have been changing in the past few years, and are likely to change further in the near future. The key factors driving these changes according to Nonye (2013) include; advances in information technology and increased computerization; changes in organizational structures and changes in organizational cultures and working practices. In some organizations secretaries are increasingly regarded as Information Technology (IT) experts' and are expected to provide formal and informal training to other staff and to contribute to the organization's IT policy.

Employers do not seem to follow hard and fast rules regarding the indicators used to identify the right type and combination of secretarial skills. While employers are increasingly looking for a wider range and higher level of skills on the whole they do not seem to have changed the indicators (educational qualifications) nor their recruitment methods, in line with their new skill needs and requirements. There is also need for retention of these secretaries especially in tertiary institutions.

Employee retention refers to the ability of an organization to retain its employees. It can also be considered as the efforts by which employers attempt to retain the employees in their workforce (Allen, 2008). Secretaries' retention in tertiary institutions is important so as to prevent high rate of turnover which is a function of low morale, absence of clear career path, lack of recognition, lack of job satisfaction and commitment, amongst others.

Tertiary institutions in Delta State occupy a center stage in the social-economic development of the State in addition to the educational goals of these institutions. These institutions have secretaries at various levels saddled with different responsibilities for the optimal performance of the schools. It appears however that the secretarial profession in tertiary institutions in Delta State is lagging behind as it has been observed that many secretaries transfer to academics due to skill gap with the advent of modern technology. Could it be that the secretaries are unable to cope with advances in information and communication technology, rendering them mundane? Some of the secretaries seem not



to be abreast with ICT knowledge as management tends to neglect them in staff trainings, workshops and conferences. If this trend is not curbed, there might be high employee turnover leading to organizational deficiency for the institutions such as untimely preparation of students' results for graduation. Likely collapse in the chain of command resulting in deficiency towards information production, dissemination and circulation in the institutions. Can skills in desktop publishing and spreadsheet come to the rescue? The researcher therefore ascertained the influence of ICT skills on secretaries' job retention in tertiary institutions in Delta State.

### **Research Questions**

The following research questions guided the study.

1. To what extent do desktop publishing skills influence secretaries' job retention?
2. To what extent do spreadsheet skills influence secretaries' job retention?

### **Hypothesis**

The following null hypothesis was formulated and tested at 0.05 level of significance.

H<sub>01</sub> There is no significant difference in the mean ratings of influence of ICT skills on job retention between male and female secretaries in tertiary institutions in Delta State.

### **Scope of the Study**

The study covered the influence of ICT skills on secretaries' job retention in tertiary institutions in Delta State. It covered desktop publishing and spreadsheet skills and was restricted to Delta State Polytechnics; Otefe, Ozoro and Ogwach-uku., Federal College of Education, Technical (Asaba) and Colleges of Education; Agbor and Warri.

### **Methodology**

The study adopted a descriptive survey design. Descriptive survey research is devoted to the gathering of information about prevailing conditions or situation for the purpose of description and interpretation (Omorogiuwa, 2006). The population of the study is shown below:

**Table 1: Population of Secretaries in Tertiary Institutions in Delta State**

<b>S/N</b>	<b>Name of Institution</b>	<b>Population</b>
1.	Delta State Polytechnic, Ozoro	33
2.	Delta State Polytechnic, Otefe	28
3.	Delta State Polytechnic, Ogwashi-Ukwu	36
4.	Federal College of Education, (Technical), Asaba	37
5.	College of Education, Warri	25
6.	College of Education, Agbor	27
	<b>Total</b>	<b>186</b>

**Source:** *Various Institutions Records, 2019.*



There was no sampling as the entire population was used for the study. The instrument used for this study was a structured questionnaire. The instrument was self-developed by the researcher. The instrument was made up of two sections; A and B. Section A contained the respondents socio- demographic data while section B contained fifteen (15) item statements. Research question one had items 1-8 and research question two had items 9-15. The responses were rated on a four (4) point rating scale ranging from Very High Extent (VHE) =4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1.

The instrument for data collection was subjected to face validity by three experts for validation. To ascertain the reliability of the study, Cronbach alpha statistics was used. The instrument was administered to twenty (20) respondents from College of Education, Igueben, Edo State for reliability purpose. An alpha value of 0.97 was obtained, which showed that the instrument was reliable.

Copies of the questionnaire were administered to respondents by the researcher with the help of three research assistants who were briefed on the mode of the study. The questionnaires were administered and retrieved immediately in order to control loss of questionnaire. The exercise lasted for three weeks. The data generated from the administration of the research questionnaire was analyzed using mean(x) to answer the research questions while t-test was used to test the hypothesis at 0.05 level of significance.

In taking decision, if the calculated mean is greater or equal to 2.50 it is regarded as high extent, while calculated mean of less than 2.50 is regarded as low extent and on the basis of hypothesis, where the calculated t-test exceeds the table or critical value, the null hypothesis is rejected otherwise accepted.

## **Results**

### **Research Question One**

To what extent do desktop publishing skills influence secretaries' job retention?

The data collected in respect of research question one are presented in table 2



Table 2: Extent of desktop publishing skills on secretaries' job retention

S/N	Item Statement	Mean(x)SD	Remarks
1	Skills in deleting, editing, importing and saving in e-mail account influence retention	2.94 0.99	High Extent
2	Skills in creating a new database	2.82 0.97	High Extent
3	Skills in organizing information in rows and columns	3.12 0.96	High Extent
4	Skills in creating and organizing computer files and folders	2.90 1.07	High Extent
5	Using storage devices (hard disk, CD, flash etc) for storing and sharing files encourage job retention	2.59 1.84	High Extent
6	Skills in creating and formatting a table in a document	2.86 1.18	High Extent
7	Skills in previewing, printing and saving text in a word processor	3.17 0.89	High Extent
8	Training in desktop publishing course module engenders retention	3.23 1.00	High Extent
<b>Total</b>		<b>2.95 1.11</b>	<b>High Extent</b>

Source: Field Study, 2020

Key: S/N-Serial Number, SD-Standard Deviation

The mean ratings of the respondents ranged from 2.59 to 3.23 as shown on table 2. The table shows that all the variables were rated high extent.

The result showed that desktop publishing skills have high extent influence on secretaries' job retention in tertiary institutions in Delta State.

### Research Question Two

To what extent do spreadsheet skills influence secretaries' job retention? The data collected in respect of research question two are presented in table 3.

Table 3: Extent of spreadsheet skills on secretaries' job retention

S/N	Item Statement	Mean(x)SD	Remarks
9	Training in spreadsheet encourages secretaries job retention	2.94 0.99	High Extent
10	Skills in opening of spreadsheet application software	2.59 1.84	High Extent
11	Skills in merging and centering data in worksheet	2.86 1.18	High Extent
12	Skills in creating, editing and formatting charts and graph using spreadsheet application	3.03 1.13	High Extent
13	Skills in creating a new database for schools records	2.90 1.14	High Extent
14	Skills in organizing information in rows and columns	2.69 1.18	High Extent
15	Skills in compiling telephone directory of various departments and offices	2.98 1.01	High Extent
<b>Total</b>		<b>2.86 1.21</b>	<b>High Extent</b>

Source: Field Study, 2020

Key: S/N-Serial Number, SD-Standard Deviation



The mean ratings of the respondents ranged from 2.59 to 3.03 as shown on table 3. The table showed that all the variables were rated as high extent.

The result revealed that spreadsheet skills have high extent influence on secretaries' job retention in tertiary institutions in Delta State.

### Hypothesis Testing

One hypothesis was formulated and tested at a significance level of 0.05.

#### Hypothesis One

There is no significant difference in the mean ratings of influence of ICT skills on job retention between male and female secretaries in tertiary institutions in Delta State.

The data meant to test the hypothesis 1 were calculated and the results are summarized in table 4.

**Table 4:** t-test Difference of Mean Response Between Male and Female Secretaries on ICT Skills Influence on Job Retention.

Respondents	N	X	S.D	Df	t-Calculated	t-Critical	Decision
Male	82	2.26	0.87	184	0.887	1.450	Accept Ho
Female	104	2.45	0.92				

**Source:** Field Study 2020.

**Key:** N-Number of respondents, X- Mean, S.D- Standard Deviation, Df-Degree of freedom.

The information shown in table 4 revealed that the t-critical value indicated 1.450. The t-calculated value showed 0.887. The mean ratings for male secretaries and female secretaries indicated 2.26 and 2.45 respectively. The standard deviation for male respondents showed 0.87 while that of female respondents indicated 0.92. The degree of freedom showed 184. The number of male respondents was 82 while the female respondents were 104. On this note, the null hypothesis that there is no significant difference in the mean ratings between male and female secretaries on ICT skills influence on job retention in tertiary institutions in Delta State was accepted based on fact that the t-critical value of 1.450 was greater than t-calculated value of 0.887.



### **Discussion of Major Findings**

The findings of the study are discussed as follows:

The analysis of research question 1 as shown in table two revealed that the respondents rated desktop publishing skills as having high extent influence on secretaries' job retention in tertiary institutions in Delta State. The finding of Aliata and Hawa (2014) that modern technology improves the performance and retention of office managers is in consonance with the findings of this study. Skills in modern technology such as desktop publishing skill reduce the work load of secretaries and as such bring about job satisfaction and thereafter retention. A secretary who is equipped on the necessary information and communication technology skills for his/her job performance is unlikely to leave the system.

The analysis of research question 2 as shown in table three revealed that the respondents rated spreadsheet skills as having high extent influence on secretaries' job retention in tertiary institutions in Delta State. Spreadsheet skill is an essential skill for the modern secretary as it allows the user to create, store and retrieve document in seamless manner. Thus secretaries in tertiary institutions who are saddled with results tabulation can find the job burdensome if they have little or no spreadsheet knowledge. However, knowledge of this skill gives job satisfaction, commitment and consequently retention to the secretary. The finding of Abosede and Akintola (2015) that information and communication technology facilities utilization gives optimum performance to secretaries' job functions and thereafter retention is in consonance with the findings of this study.

The test of hypothesis 1 as shown in table four also indicated that there is no significant difference in the mean ratings between male and female secretaries on ICT skills influence on job retention in tertiary institutions in Delta State. This implies that the secretaries in Delta State did not differ significantly in their ratings based on gender as regards ICT skills and ability to influence secretaries' job retention.

Gender is sometimes perceived to be a limiting factor in skills acquisition and utilization for secretaries especially as it perceived to be feminine. However, the presence of information and communication skills has provided the needed boost to all and sundry to embrace the profession while performing at their optimal potential.

### **Conclusion**

Based on the findings of the study, the researcher concluded that information and communication technology skills that influence the job retention of secretaries in tertiary institutions in Delta State are desktop publishing skills and spreadsheet. This implies that ICT skills have the potential of reducing the attrition rate of secretaries in tertiary institutions in Delta State.



Based on the conclusion the following recommendations are made from this study.

1. Tertiary Education Trust Fund in combination with school management should regularly allow and approve training and re-training of secretaries on the needed ICT skills through seminars, workshops, conferences, short courses amongst others.
2. Secretaries should be enthusiastic to acquire appropriate skill in desktop publishing and spreadsheet among other ICT skills that can improve their job performance and retention.

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## **STRATEGIES FOR ENHANCING SKILL ACQUISITION AMONG BUSINESS STUDIES STUDENTS IN SECONDARY SCHOOL IN DELTA STATE**

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### **Abstract**

The study determined strategies for enhancing the enhancing skill acquisition among business studies students in secondary school in Delta State. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study comprised 914 business studies teachers from the 466 public secondary schools in Delta State. Through simple random sampling technique the researcher sampled 30% of the total population of the study. This amounted to 276 business studies teachers. A researcher developed structured questionnaire was used for data collection. The instrument was validated by three experts in business education. The Cronbach Alpha technique was used to test the reliability which yielded a co-efficient value of 0.80 and 0.84 for section B1 and B2 respectively with an overall reliability coefficient of 0.82. Data was analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the research question while standard deviation was used to determine the harmony in opinions of the respondents. The t-test was used to test the null hypotheses at 0.05 level of significance. Finding on revealed that business studies teachers agree that teachers inability to use appropriate teaching strategies, non coverage of the curriculum content of business studies, lack of physical facilities like computer laboratories and workshops for practical training and lack of instructional facilities for exposing students to real life situations were some of the challenges militating against skills acquisition among business studies students in secondary schools in Delta State. Findings also revealed that the respondents agreed that organizing professional training programs for business studies teachers on techniques for practical skills training, making available state of the art instructional materials for teaching of business studies students, encouraging school industry partnership in the curriculum planning, implementation and teaching of business studies students and encouraging school industry partnership in the funding of business studies, among others are strategies for enhancing acquisition of business skills among secondary school students in Delta State. The gender of the respondents did not significantly affect their opinion. Based on these findings it was recommended that business studies teachers should improve on their abilities for teaching practical business skills by attending workshops, seminars and conferences.

**Keywords: Strategies, Skills Acquisition, Business Studies, Teachers, Students**



## **Introduction**

Education is a critical tool for ensuring national development. This is because it is a means through which individual learn ideas, skills, attitudes and knowledge that carry them through life. Akpan (2015) opined that education facilitates the acquisition of intelligence, technical abilities and character. Education is a tool through which a person is taught by means of a set of instructions (formal and informal) to bring about beneficial changes in the learner's actions and allow him / her to lead a useful and appropriate life in society (Ferdinand & Ndem, 2012). Thus education serves as a tool that allows people to solve their problems and fulfill their needs.

In Nigeria, formal education is carried at three levels; primary, secondary and tertiary levels. Secondary education which is the focus of this paper is the level of education that is offered to students after primary school. Secondary education is of six-year duration and given in two stages, junior and senior levels of three years each. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction (Federal Republic of Nigeria (FRN), 2013). The objectives of secondary education according to the FRN (2013) include providing the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; developing patriotic young people equipped to contribute to social development and performance of their civic responsibilities. Various subjects are taught at this level of education to equip student with the necessary skills and competences needed to excel. Business studies is one of such subjects.

Business studies is an integral part of prevocational subjects in secondary schools in Delta state in particular and Nigeria in general. Business studies is a subject that enable students acquire the skills and competences for successful entrepreneurial and business practice. Emeasoba (2018) defined business studies as the subject structured to facilitate the acquisition of business knowledge and practical skills that help students to fit into post-school working environments. In agreement Odike and Menkiti (2019) highlighted the objectives of business studies to include to provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training; to provide basic business skills for personal use now and in the future; to provide students for further training in business studies and to develop basic skills in office occupation. This means that business studies is expected to equip its students with basic business skills and knowledge to enable them to assess their potentialities in the area of business. Through the skills and competences acquired in business studies classes, graduating students can decide to go into entrepreneurship and venture creation, in cases where they find it difficult furthering their education.

Sadly, the attainment of the noble objective of business studies have become an illusion among secondary school graduates in Delta state. It appears that students have been unable to acquire practical business skills and thus has reduced their chances of entrepreneurial venturing. Scholars like Odike and Menkiti (2019) aver that business studies students have not been properly exposed to the acquisition of reasonable business skills that will improve their abilities for setting up their own businesses. This thus means that the skill acquisition techniques and processes have not been properly utilized to facilitate the transfer of business skills.



Acquisition of skills requires a specific and extended process of learning about an activity or occurrence. There are three levels to which skill acquisition can take place (Tyarkoni, 2011). At the first level, the learning of skills takes place cognitively as learners acquire guidance and improve their performance. At the second level, previously learned techniques that were previously studied are appropriately validated and reviewed based on the current scenario. The final stage is autonomous, the success plan at this level is gradually getting more independent and less subject to executive influence or external intervention (Tsado, 2012). From the preceding, it is clear that the process of skills acquisition entails that business education teachers are properly prepared and equipped with the teaching method and teaching resources necessary for ensuring successful transfer of skills and competences. Business studies teachers needed to have the necessary professional qualification and experience as well as the availability of teaching resources for ensuring quality education service delivery. However, the situation in secondary schools in Delta state has greatly impeded the successful transfer of business skills.

Some factors have been blamed as affecting the successful transfer of skills in business studies at the secondary schools in Delta state. According to Saliu and Okoro (2016), the mismatch between the expectation of industry and the content of what is taught in our schools has affected the skills acquisition process in secondary schools. In another vein, Emeasoba (2018) averred that shortage of equipment has greatly affected the quality of learning in business studies in secondary schools generally. There is also the issue of business teachers' negative attitude towards adopting appropriate instructional strategies for teaching students. Onajite and Aina (2017) noted that despite undergoing professional development programmes, some teachers tend to fall back to their traditional ways of teaching their students despite learning new innovative teaching methods. As a result business studies students fail to acquire the appropriate business skills and knowledge needed in the world of business. The gender of the teachers has also been viewed as factor that could affect the skills acquisition process. Some scholars opine that male teachers might effectively adopt strategies that could facilitate business skills acquisition than their female counterparts (Ferdinand & Ndem, 2012). However, this view has not been empirically proven to be the case among business studies teachers in Delta state. It is against this background that this study is conducted to determine strategies for enhancing skill acquisition among business studies students in secondary schools in Delta State.

### **Statement of the Problem**

The rise in number of unemployment and crime rate in Delta State has been blamed on the failure of teenagers and youth to engage themselves in vocational and business ventures that will improve their income generation capacity. Sadly, among these unemployed youths and teens who engage in criminal activities are secondary school graduates who have been exposed to business studies and other pre-vocational subjects.

The above point to the failure of secondary school business studies to translate theory into practice. Given the importance of business studies to the economic development of the Delta State in particular and Nigeria, it is pertinent that the reason for this failure is known. It is against this backdrop that the researcher asks the following questions: is it that the business studies teachers do not take advantage of the various professional training programme to equip their capacity to improve students acquisition of business skills? Is it that school administrators have failed to provide the enabling environment that will facilitate the acquisition of business skills among students in secondary schools?



### **Purpose of the Study**

The main purpose of the study is to determine strategies for enhancing skill acquisition among business studies students in secondary schools in Delta State. Specifically, the study will determine:

1. The challenges militating against skill acquisition among business studies students in secondary schools in Delta State.
2. The strategies for enhancing acquisition of business skills among secondary school students in Delta State.

### **Research Questions**

The following research questions guided the study:

1. What are the challenges militating against skills acquisition among business studies students in secondary schools in Delta State?
2. What are the strategies for enhancing acquisition of business skills among secondary school students in Delta State?

### **Hypotheses**

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

1. There is no significant difference in the mean ratings of male and female business studies teachers on the challenges militating against skills acquisition among business studies students in secondary schools in Delta State.
2. There is no significant difference in the mean ratings of male and female business studies teachers on the strategies for enhancing acquisition of business skills among secondary school students in Delta State.

### **Method**

The descriptive survey research design was adopted for the study. The study was carried out in Delta State. The State has twenty five local governments. The population of the study comprised 914 business studies teachers from the 466 public secondary schools in Delta State. Through simple random sampling technique the researcher sampled 30% of the total population of 916 business studies teachers in the State is in line with Nworgu (2015) who stated that 30% - 80% of a given population is adequate for research work. This amounted to 276 business studies teachers in public secondary schools in Delta State. Instrument used for data collection was a validated four point rating scale questionnaire which has two Sections-A and B. Section A dealt with the respondents gender while Section B1 contained 11 items on the challenges militating against skills acquisition among business studies students in secondary schools and Section B2 contained 10 items on strategies for enhancing skill acquisition among business studies students. The instrument was validated by three experts in business education. The Cronbach Alpha technique was used to test the reliability which yielded a co-efficient value of 0.80 and 0.84 for section B1 and B2 respectively with an overall reliability coefficient of 0.82 which indicated that the instrument was reliable for the study.



The researcher distributed the instrument personally and was assisted by three research assistants who were briefed on the mode of the instrument administration and retrieval. Out of the 276 questionnaires distributed, 244 were retrieved and returned in good condition. The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the research question while standard deviation was used to determine the harmony in opinions of the respondents. Any items with mean rating below 2.50 was regarded as disagreed while any item between 2.50 and above is agreed. The t-test was used to test the null hypotheses at 0.05 level of significance. For the hypotheses testing, where the calculated t value is less than critical value of t the hypothesis was accepted. Conversely, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

**Results**

**Research Question 1**

What are the challenges militating against skills acquisition among business studies students in secondary schools in Delta State?

**Table 1: Respondents Mean Ratings on the Challenges Militating Against Skills Acquisition among Business Studies Students in Secondary Schools (N=244)**

S/No.	Items on challenges of skills acquisition	$\bar{X}$	SD	Remarks
1.	Teachers inability to use appropriate teaching strategies	2.54	0.75	Agree
2.	Poor teachers attitude towards practical skills training	2.87	0.77	Agree
3.	Non coverage of the curriculum content of business studies	3.05	0.78	Agree
4.	Poor parental attitude towards business studies.	3.25	0.76	Agree
5.	Lack of physical facilities like computer laboratories and workshops for practical training	3.44	0.70	Agree
6.	Lack of instructional facilities for exposing students to real life situations	3.25	0.83	Agree
7.	Insufficient time for teaching business studies	3.13	0.70	Agree
8.	Students' lack of interest in Business Studies	3.08	0.72	Agree
9.	Bias of secondary school principals towards business studies	3.05	0.74	Agree
10.	Poor funding of business studies	3.20	0.70	Agree
11.	Lack of involvement of private sector in students learning activities	3.15	0.83	Agree
	<b>Cluster Mean</b>	<b>3.12</b>		<b>Agree</b>

Data in Table 1 reveal that the respondents agreed that all the items (1-11) with mean ratings ranging from 2.54 to 3.44 were the challenges militating against the skills acquisition among business studies students in secondary schools in Delta State. The cluster mean of 3.12 indicate that teachers inability to use appropriate teaching strategies,



poor teachers attitude towards practical skills training, non coverage of the curriculum content of business studies, poor parental attitude towards business studies, lack of physical facilities like computer laboratories and workshops for practical training, lack of instructional facilities for exposing students to real life situations, students' lack of interest in business studies, bias of secondary school principals towards business studies, poor funding of business studies and lack of involvement of private sector in students learning activities were the challenges militating against skills acquisition among business studies students in secondary schools in Delta State. The standard deviation scores show that the respondents' opinions were related.

**Research Question 2**

What are the strategies for enhancing acquisition of business skills among secondary school students in Delta State?

**Table 2: Respondents Mean Ratings on the Strategies for Enhancing Skills Acquisition among Business Studies Students in Secondary Schools (N=244)**

S/No.	Items on strategies for enhancing skills acquisition	$\bar{X}$	SD	Remarks
12.	Organizing professional training programs for business studies teachers on techniques for practical skills training	3.10	0.86	Agree
13.	Making available state of the art instructional materials for teaching of business studies students	3.04	0.76	Agree
14.	Encouraging school industry partnership in the curriculum planning, implementation and teaching of business studies students	2.99	0.80	Agree
15.	Encouraging school industry partnership in the funding of business studies	3.11	0.78	Agree
16.	Providing physical facilities like computer laboratories and practical workshops	3.01	0.74	Agree
17.	Recruiting qualified business studies teachers who possess the theoretical and practical knowledge of business studies	3.22	0.80	Agree
18.	Increasing the time allotted for the teaching of business studies	3.10	0.81	Agree
19.	Exposing students to practical skills learning experiences like field trips, on-the job training, apprenticeship training among others	3.30	0.86	Agree
20.	Appropriately motivating business studies teachers by paying them their salaries in due time.	2.85	0.78	Agree
21.	Integrating information and communication technology in the teaching of business studies	2.67	0.70	Agree
	<b>Cluster Mean</b>	<b>3.03</b>		<b>Agree</b>



Data in Table 2 reveal that the respondents agreed that all the items (12-21) with mean ratings ranging from 2.67 to 3.30 are strategies for enhancing acquisition of business skills among secondary school students in Delta State. The cluster mean of 3.03 indicate that organizing professional training programs for business studies teachers on techniques for practical skills training, making available state of the art instructional materials for teaching of business studies students, encouraging school industry partnership in the curriculum planning, implementation and teaching of business studies students, encouraging school industry partnership in the funding of business studies, providing physical facilities like computer laboratories and practical workshops, recruiting qualified business studies teachers who possess the theoretical and practical knowledge of business studies and exposing students to practical skills learning experiences like field trips, on-the job training, apprenticeship training among others are strategies for enhancing acquisition of business skills among secondary school students in Delta State. The standard deviation scores show that the respondents' opinions were related.

**Hypothesis 1**

There is no significant difference in the mean ratings of male and female business studies teachers on the challenges militating against skills acquisition among business studies students in secondary schools in Delta State.

**Table 3: Summary of t-test Analysis of Mean Ratings Of Male and Female Business Studies Teachers on the Strategies for Enhancing Skills Acquisition among Business Studies Students in Secondary Schools**

Variable	N	$\bar{X}$	SD	df	$\alpha$	t-cal.	t-crit.	Decision
Male Bus. Teachers	98	3.23	0.76					
Female Bus. Teachers	146	3.01	0.84	242	0.05	0.11	1.96	Not Significant

Data in Table 3 show that the calculated t-value of 0.11 at 242 degrees of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference between the mean ratings of male and female business studies teachers on the challenges militating against skills acquisition among business studies students in secondary schools in Delta State, therefore the hypothesis was accepted.

**Hypothesis 2**

There is no significant difference in the mean ratings of male and female business studies teachers on the strategies for enhancing acquisition of business skills among secondary school students in Delta State.



**Table 4: Summary of t-test Analysis of Mean Ratings Of Male and Female Business Studies Teachers on the Challenges Militating Against Skills Acquisition among Business Studies Students In Secondary Schools**

Variable	N	$\bar{X}$	SD	df	$\alpha$	t-cal.	t-crit.	Decision
Male Bus. Teachers	98	2.99	0.79					
Female Bus. Teachers	146	3.42	0.75	242	0.05	0.43	1.96	Not Significant

Data in Table 4 show that the calculated t-value of 0.43 at 242 degrees of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference between the mean ratings of male and female business studies teachers on the strategies for enhancing acquisition of business skills among secondary school students in Delta State, therefore the hypothesis was accepted.

**Discussion**

Finding on the first research question indicated that business studies teachers agree that teachers inability to use appropriate teaching strategies, poor teachers attitude towards practical skills training, non coverage of the curriculum content of business studies, poor parental attitude towards business studies, lack of physical facilities like computer laboratories and workshops for practical training, lack of instructional facilities for exposing students to real life situations, students' lack of interest in business studies, bias of secondary school principals towards business studies, poor funding of business studies and lack of involvement of private sector in students learning activities were the challenges militating against skills acquisition among business studies students in secondary schools in Delta State. This is in agreement with Odiwe and Menkiti (2019) who revealed that the factors hindering effective teaching and learning of in secondary schools are lack of qualified business studies teachers; inadequate facilities and other instructional materials; negative societal attitudes towards business studies; students' lack of interest in business studies; absence of encouragement from parents; insufficient periods for teaching and learning; and methods of teaching business studies subjects. This finding goes to show that the task of skills acquisition is being impeded by factors that could be classified as teachers related, leadership related, societal related and government related. Teachers' attitude to teaching and their inability to apply the right teaching methodology seem to have negatively impacted on the ability of students to acquire the right business skills. According to Okoro (2013), some business teachers fail to utilize appropriate teaching methodology in the business studies classroom and this pose a great challenge to students' ability to learn. In another vein, Saliu and Okoro (2016) noted that the challenge to skills acquisition in secondary school is related to poor school leadership practices, insufficient funding, societal attitude towards business studies and poor knowledge-based economy, low spirit of competition and poor enterprising culture. Similarly, Emeasoba (2018) stated that business skills acquisition is hampered by lack of provision of equipments for administration and training which emanates from poor funding by government.



Further finding also revealed no significant difference between the mean ratings of male and female business studies teachers on the challenges militating against skills acquisition among business studies students in secondary schools in Delta State. This indicates that both male and female business studies teachers are in agreement that teachers inability to use appropriate teaching strategies, poor teachers attitude towards practical skills training, non coverage of the curriculum content of business studies, poor parental attitude towards business studies, lack of physical facilities like computer laboratories and workshops for practical training, lack of instructional facilities for exposing students to real life situations, students' lack of interest in business studies, bias of secondary school principals towards business studies, poor funding of business studies and lack of involvement of private sector in students learning activities were the challenges militating against skills acquisition among business studies students in secondary schools in Delta State. This finding was in disagreement with Ferdinand and Ndem (2012) who found no significant difference in the mean scores of male and female business studies teachers.

Findings on the second research question revealed that business studies teachers agree that organizing professional training programs for business studies teachers on techniques for practical skills training, making available state of the art instructional materials for teaching of business studies students, encouraging school industry partnership in the curriculum planning, implementation and teaching of business studies students, encouraging school industry partnership in the funding of business studies, providing physical facilities like computer laboratories and practical workshops, recruiting qualified business studies teachers who possess the theoretical and practical knowledge of business studies and exposing students to practical skills learning experiences like field trips, on-the job training, apprenticeship training among others are strategies for enhancing acquisition of business skills among secondary school students in Delta State. This finding is in agreement with Ferdinand and Ndem (2012) who found that skills acquisition can be greatly improved in secondary schools in Nigeria if entrepreneurial skill acquisition is adequately incorporated in the school curricula. Ferdinand and Ndem (2012) also highlighted the importance of adequately training teachers in the area of skills acquisition as this will enable them to impart such skills to the students. In agreement Onajite and Aina (2017) found that through the application school-based practices skills acquisition can be enhanced in secondary schools in Nigeria. Some of those school based practices includes learning through transaction with local and external agents, on-site training at supplies' factories, on-the-job training, organizing conferences, seminars and workshops, use of external resource persons, field trips and excursions, vacation training through collaboration with small and medium scale enterprises, apprenticeship education system, short internship training programme, establishment of entrepreneurship centres and workshops in schools, organizing technical visits and assigning projects to students during school holidays.

Furthermore, findings also showed no significant difference between the mean ratings of male and female business studies teachers on the strategies for enhancing acquisition of business skills among secondary school students in Delta State. This findings show that business studies teachers are in agreement on the suitability of the above listed strategies for enhancing acquisition of business skills. The finding was in disagreement with Ferdinand and Ndem (2012) who found significant difference in the mean scores of male and female business studies teachers on strategies for improving skills acquisition. The reasons for the difference in both study might have resulted because, the strategies listed in the present study appear to be directly focused at



mitigating the challenges hindering skills acquisition among business studies students in Delta State.

### **Conclusion**

Based on the findings of the study the researcher concludes that skills acquisition among business studies have been hampered by factors related to teachers failure, societal attitude, school leadership failure and poor government support. This has thus reduced the quality of business studies graduate to engage in entrepreneurial and business practices. Some strategies like improved school industry partnership, application of teaching methodology that will facilitate skills acquisition and provision of facilities and equipment have been advocated as measures for enhancing skills acquisition among business studies students. It therefore becomes imperative that these strategies are considered so as to improve the quality of business studies in Delta State in particular and Nigeria in general.

### **Recommendations**

The following recommendations were made based on the findings of the study:

1. Government should make funds available to secondary school principals for the purchase of equipment and materials for teaching and learning of business studies.
2. Business studies teachers should improve on their abilities for teaching practical business skills by attending workshops, seminars and conferences.
3. Administrators of the secondary schools (Government ministries, parastatals and principals) should go into partnership with private sector in the areas of curriculum review, implementation and funding of business studies.
4. Business studies should apply school based teaching practices that will expose students to practical skills learning experiences like field trips, on-the job training and apprenticeship training.

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## DIGITAL AND PRINT ADVERTISING STRATEGIES AND PATRONAGE OF CONSUMER GOODS AMONG BUSINESS EDUCATION UNDERGRADUATES IN TERTIARY INSTITUTIONS

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### Abstract

*The study determined the relationship between advertisement and patronage of consumer goods among business education undergraduates in tertiary institutions. The study achieved two objectives: The relationship between digital advertising; print advertising; and patronage of consumer goods among business education undergraduates. The two specific objectives led to the two research questions that were answered and two null hypotheses tested. The correlation research design was adopted in the study carried out in Cross River State of Nigeria using a population of 661 and a sample size is 330 respondents (50% of the population) using multi-stage sampling technique. Questionnaire tagged, Digital – Print Advertising and patronage of consumer goods (D-PAPCGBEUQ) generated data for the study. The questionnaire was validated by three experts, two business educators and a measurement and evaluation expert. The reliability analysis of the instrument was achieved using Cronbach Alpha Reliability Analysis after administering a 10-item researcher-made questionnaire entitled, Digital – Print Advertising and patronage of consumer goods (D-PAPCGBEUQ) to respondents who were not part of the main study. The reliability test yielded a co-efficient of .81 which was deemed high enough to reliably assess the respondents. The questionnaire was thereafter administered to all 330 respondents. Pearson's Product Moment Correlation analysis was used to analyse data, where the two null hypotheses were tested at .05 levels of significance. Results indicated that positive relationships exist between digital advertising and print advertising and patronage of consumer goods among business education undergraduates in tertiary institutions in Cross River State. It was concluded that digital and print advertising are important advertising strategies that can raise patronage of consumer goods. Based on the conclusions drawn, it was recommended among others that business organisations should combine both digital and print advertising strategies.*

**Keywords:** Digital; Print; Advertising; Patronage; Consumer; Goods; Undergraduates



## **Introduction**

The emergence of digital technologies has given rise to digital advertising in addition to older strategies such as print advertising. Advertising itself has been one of the oldest means of promoting sales and marketing generally. It is a vehicle for reaching out to market audience, hence; increasing the patronage of consumer goods. The ability to create advertising messages and selecting advertising media has been of great concern to business organisations and concerns. Therefore, Kotler and Armstrong (2016) noted that advertising is the strategy by which the company accomplishes its advertising objectives. Similarly, Belch and Belch (2004) argue that advertising has the ability to reach a wide audience in cost effective manner, create brand awareness and incite reaction or action from customers. Objectively, advertising are closely linked with the aims and strategies of the firm (Bacik, Fedorko, & Simova, 2012).

Students' patronage of consumer goods could be influenced by location, atmosphere, merchandise, price and promotional factors (Chukwurah, 2012). The advertisement of consumer goods is considered as an important component in advertising communication process. An ideal advertising message commands and draws attention, holds the interest, arouses desire for possession of the product, and elicits action (Gupta, 2012). Advertising involves delivering of paid promotional messages to a number of potential consumers through public communication medium such as television, radio, magazines, billboards, or public address system (Williams, 2006). Sadachar (2014) claimed that students' perception is created in the mind and tend to affect their patronage of certain consumer goods. Pan and Zinkhan (2006) recognised two dimensions of business education undergraduates' patronage behaviour towards consumer goods as choice and the frequency of visit. Chukwurah (2012) stated that consumers' patronage motive is influenced when a particular store offers wider selections or have a better mix of merchandise than others. Its flexibility and adjustability gives room for late minute changes even when an advertisement campaign is underway (Anusha, 2016). It allowed the business education undergraduates to have access to different advert of consumer goods and thereby patronising those goods. Digital advertising has the capacity to reach many targeted students on the internet (Awais, Samin, & Bilal, 2012).

Before the advent of ICT, print advertising was largely used by companies. Meanwhile, the later part of 20<sup>th</sup> Century and the dawn of 21<sup>st</sup> Century has been greeted with the outburst of digital advertising. Through digital advertising, business education undergraduates can improve their patronage of consumer goods. People can go borderless with the capacity and rationality to make national, regional and international purchases as they can access unlimited information about many companies that offered consumer goods for sell on web sites at all time (Tavor, 2011). Kotler and Garg (2016) reported that 90 percent of all U.S. companies now use social media, noting that it is hard to find a brand that does not feature Facebook, Twitter, Google, Pinterest, Instagram, YouTube, and other social media sites.

The adoption of innovation happens in stages: Knowledge about the innovation, persuasion to adopt the innovation, decision to adopt or not to adopt the innovation, implementation of the innovation and confirmation (Rogers, 1995) as captured in the Social



Learning Theory which provides the background on which this theory is rooted. Patronage of consumer goods can therefore be explained using social learning theory propounded by Albert Bandura in 1977 which focuses on observation and imitation of the behaviour of models in order to learn new behaviours. It requires the observer to pay attention when the behaviour is being exhibited and remember it so that they can imitate it clear.

Digital advertising is a form of promotion that uses the internet for the expressed purpose of delivering marketing messages to attract customers (Kim & Park, 2012). Digital advertising can contain video, animation and audio and is as compelling as television advertisement. Today, students in the tertiary institutions make use of digital tools and networks more than before. Digital advertising is the most suitable way to reach many students in terms of advertising consumer goods. Most online advertisers use banner advertisement to create awareness about an existing product for consumers. It is a popular homepage advertisement that combines words and pictures with the contextual presentation style in a webpage to attract a user to click and buy a product online (Chi & Cho, 2012). They appear in different locations on the websites with varying sizes and shapes that are determined by the budget of the advertiser. According to Tavor (2011), it is an advertising sign of the firm that is part of the web Page's tapestry, and when clicked on, links the licker directly to the advertiser's chosen website.

Electronic mail (e-mail) provides a good platform for digital advertising and allows messages to be delivered using a range of approaches- such as web page on the mail box, product catalogue, and newsletter depending on the chosen format selected. It includes a broad range of interactive features and hyperlinks in order to sustain prospective customers' attention. Through e-mail marketing the knowledge of consumer goods is made known to the students. According to Ryan and Jones (2012) e-mail marketing involves sending e-mail to a customer list that usually contains a sale pitch and a call to action. Some retailers design short, snappy, anonymous promotional messages designed to elicit an immediate response, whereas others develop long, complex, sender - identified messages aimed at engaging the prospective customer in a more involving interaction in order to enhance patronage of a product (Chadwick & Doherty, 2012).

Consumers are more likely to patronize a product recommended for them in the Web, especially social media platforms with the popularity of social networks becoming a new place for online advertising. Zukerberg (2007) stated that there is a considerable diversity across the types of social media, which compasses format such as blogs, social networking sites and content communities. Better understanding these differences is potentially important for marketers who are concerned with the co-creation of their brands in different social media platforms (Smith, Fischer & Yongjian, 2012) The number of students in our tertiary institutions that are in social networking have increase in recent time.

The use of smart phones and other sophisticated mobile devices is very popular among undergraduates in tertiary institutions. This has encouraged patronage of consumer goods through advertisement on different social media. Mobile advertising is the transmission of a message related to consumer goods, services and opinions for promotional purposes via Mobile devices (Li & Brian, 2007). The use of FaceBook is



unarguably a form of digital advertising. Similarly, a study by Alvin (2017) on effectiveness of online advertisement on consumer decision of Radio Africa Group Limited Nairobi, Kenya using a sample of 67 respondents indicated that utilisation of online advert provide feedback which enhances product awareness.

Advertising tend to persuade them to patronise consumer goods and has strong influence on their perception (Ansari & Joloudar, 2011). Emotions and perception regarding consumer goods consists of those factors which affected business education undergraduates mind in terms of their cultural values and beliefs (Romaniuk & Sharp, 2004). Meantime, the use of digital advertising does not in any way undermine personal selling, hence; Kotler (2013) noted that personal selling is a useful vehicle for communicating with students face to face with the aim of persuading them to patronise a product. Marketing is a programme that compels satisfied consumers to consciously or unconsciously give positive testimonies about a product experience on a non-commercial purpose (Rathore and Panwar, 2016). Consumer goods are those products used by the final consumers for the satisfaction of various wants and needs. Marketers usually classified these goods based on how consumers go about buying them. Consumer goods include convenience goods, shopping goods, specialty goods and unsought goods (Kotler & Armstrong, 2012).

Print advertising is the method used to promote a product, service or message via magazine, poster, newspaper and brochure to reach customers. Print advertising has been used to spread messages to the customers with the purpose of spreading awareness. Newspaper is the media that produce information in many forms of media and it often rated as effective marketing tool. Nevertheless, advertising using print service have different effect from different field of organizations. According to Bansal and Gupta (2014), the effect can be considered from the way that promotions with more educational substance were found to impact a greater number of clients than ads with less instructive substance. Thus, print service advertisement is still popular approach for advertisers to use for advertisement. In India, print advertising is commonly used by companies and accounts for nearly 70% of their total expenditure of advertising media (Sharma & Singh, 2009). With the advent of digital advertisement in this dispensation, there is a paradigm shift on the part of the business education undergraduates from print advertising to digital advertising in getting information about consumer goods.

The content in print service advertisement conveys direct message to consumers and the effectiveness for consumer to receive the message is also accurate (Manchanda, Dube, Goh, & Chintagunta, 2006). In addition, consistency of a print advertisement increases purchasing behavior from consumers (Manchanda, Dube, Goh, & Chintagunta, 2006). Certainly, the arrangement of advertisement such as verbal or pictorial material is important to form up an advertisement. Billboard is a part of print advertising which tend to enhance patronage of a product. A billboard is a large outdoor advertising structure and remains a very effective way of reaching large audience.

### **Statement of the problem**

The patronage of consumer goods can be hampered when awareness is not created about the existence of such goods or why such goods should be purchased instead of alternative(s), where there are such alternatives. Unfortunately, most businesses before the advent of digital technologies avoided costs associated with advertising their products.



Today, the story may look different because of the availability of digital advertising opportunities, while some businesses still adapt to print advertising. It is therefore unclear whether the patronage of consumer goods relates with choice of advertising strategy.

Although studies exist in the literature reviewed on advertising, none of these studies was cited establishing the relationship between digital and print advertising and patronage of consumer goods among business education undergraduates specifically. Again, in the researchers' knowledge, none of these studies was carried out in Cross River State. This study aptly filled the gap that exists in the literature.

#### **Objectives of the study**

1. To determine the relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State.
2. To determine the relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State

#### **Research questions**

1. What is the relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State?
2. What is the relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State?

#### **Statement of hypotheses**

- HO<sub>1</sub> There is no significant relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State.
- HO<sub>2</sub> There is no significant relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State

#### **Methods**

The study adopted the correlation survey research design. This allowed for establishment of relationship between digital advertising, print advertising; and patronage of consumer goods among business education undergraduates in tertiary institutions. According to Asim, Idaka and Eni (2017) correlation survey research design seeks to establish a relation, association. Similarly, Ndiyo (2011) observed that through correlation design, a researcher can investigate the extent to which variation in one variable influences the other.

A population of 661 was used for the study. This constituted final year undergraduates drawn from the four tertiary institutions offering business education. The multi-stage random sampling technique was used, where a sample size of 330 respondents was selected; representing 50% of the total population 661.



A 10-item researcher-made questionnaire entitled, “Digital – Print Advertising and patronage of consumer goods (D-PAPCGBEUQ).”The questionnaire was validated by three experts. Similarly, the reliability coefficient of the questionnaire was .81. This was achieved after administering 30 copies of the instrument to respondents who were part of the main study and the responses subjected to reliability test.

Pearson’s Product Moment Correlation analysis was used to analyse data, where the two null hypotheses were tested at .05 levels of significance at 328 degree of freedom and critical r-value of .195. Therefore, reject null hypothesis if calculated r-value is greater than critical r-value and vice versa.

## **Results**

### **Research question one**

What is the relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State?

**Table 1: Mean and standard deviation of relationship between digital advertising and patronage of consumer goods among business education undergraduates in tertiary institutions**

Variables	Mean	Standard deviation
Digital advertising	19.73	2.58
Consumer patronage	26.71	3.16

Positive relationship

Table 1 shows that the research variables recorded mean values that ranged between 18.73 to 26.71 and standard deviation that ranged from 1.97 to 3.16. Thus, digital advertising has a positive relationship

### **Research question two**

What is the relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State?



**Table 2: Mean and standard deviation of relationship between digital advertising and patronage of consumer goods among business education undergraduates in tertiary institutions**

Variables	Mean	Standard deviation
Print advertising	18.90	1.97
Consumer patronage	26.71	3.16

Positive relationship

Table 2 shows descriptive statistics of nature of relationship between print advertising and patronage of consumer goods among business education undergraduates in tertiary institutions in Cross River State. The result shows that positive relationship exists between print advertising and patronage of consumer goods. By the computed means and standard deviations of research variables, respondents were not too far from each other in their responses.

#### Hypothesis one

There is no significant relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State.

Pearson Product Moment Correlation (PPMC) analyzes data generated at .05 level of significance. Summary result is presented in Table 3.

**Table 3: Pearson product moment correlation analysis of the relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State**

Variables	M	SD	r-value	Sig
Digital advertising	19.73	2.58		
Patronage of consumer goods	26.71	3.16	.426*	0.00

\*Significant at .05 level, df = 328, critical r = .195

The result in Table 3 reveals that the calculated r-value .426 is greater than critical r-value .195 at .05 levels of significance with 328 degree of freedom. Based on this result, the null hypothesis, "there is no significant relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State" is rejected. This implies that there is significant positive relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State.

#### Hypothesis two

There is no significant relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State



Pearson Product Moment Correlation analysis was used to analyze the data at .05 level of significance. The result of the analysis is presented in Table 4.

**Table 4: Pearson product moment correlation analysis of no significant relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State**

Variables	N	M	SD	r-value	Sig
Print advertising	311	18.90	1.97		
Patronage of consumer goods	311	26.71	3.16	.516*	0.00

\*Significant at .05 level, df = 309, critical r = .195

The result in Table 4 reveals that the calculated r-value .516 is greater than the critical r-value .195 at .05 levels of significance with 309 degree of freedom. Based on this revelation, the null hypothesis, "There is no significant relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State" is rejected. This implies that there is significant relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State.

#### Discussion of findings

The result for the test of null hypothesis one showed that there is significant and positive relationship between digital advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State. This finding agrees with Zukerberg ((2007) who revealed that consumers are more likely to patronise a product recommended for them in web social media platforms. The findings also agrees with Ryan and Jones (2012) who posited that e-mail marketing involving sending e-mail to a customer that usually contains a sale pitch and a call to action thus encouraging an individual to patronise the product by clicking on a web link embedded in the e-mail. The finding support the study of Alvin (2017) who revealed that online advertising creates interest and brand and its activities have helped increase product and service awareness.

The result for the test of hypothesis two showed that there is significant and positive relationship between print advertising and patronage of consumer goods among business education undergraduates of tertiary institutions in Cross River State. The finding of the present study agrees with other findings earlier reviewed in the literature. For instance, Manchanda, Cube, Goh and Chintagunta (2006) posited that print advertisement increases purchasing behaviour of the consumers; Bansal and Gupta (2014) also posited that print advertisement with educational substance have great impact on clients than advertisement with less instructive substance. This finding equally support the study of



Kanu(2006) who revealed that print advertising influences the purchase of woman apparel by female staff in tertiary institutions in Imo State using credible media while maintaining the quality of advertising product. Chidiebere and Nkiru (2017) conducted a study on influence of online display advertising on students' patronage of products in selected universities in Enugu State, Nigeria 33, 746 undergraduates students' in the University of Nigeria, Nsukka (UNN), Enugu State university of Science and Technology (ESUT) and Godfrey Okoye university (GO UNI) out of which a sample size was 380 respondents. Findings showed that students are aware of these forms of advertising. The study recommended that the advertisers should adopt these advertising strategies seeing that it is effective and efficient. Of course, the current study centres on advertising. Also, a study by Akpan and Nwankpa (2015) on the influence of Face Book advertisement on buying behaviour of students of a Nigerian university using a sample of 396 respondents found out that there was no significant margin between those who patronise the products advertised on Face Book and those who do not with 54.8% and 45.2% respectively. Kanu (2006) conducted a study on the influence of print advertising on purchase of women apparel by female lecturers in tertiary institutions in Imo state. Five research questions and five null hypotheses were tested at 0.05 levels of significance. The data collected was analyzed using the mean and standard deviation on 5-linkert scale, while student t-test was used to test null hypotheses. The study found out that print advertising influences purchase of woman apparel by female staff in tertiary institutions in Imo state using credible media while maintaining the quality of advertising product.

### **Conclusion**

It is concluded that digital and print advertising are important advertising strategies that can raise patronage of consumer goods.

### **Recommendations**

Based on the conclusions drawn, it is recommended that business organisations should not lose sight on both digital and print advertising strategies as both have the power to increase patronage of consumer goods.

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