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## MANAGER'S ASSESSMENT OF SKILLS REQUIRED FOR SUCCESSFUL MANAGEMENT OF BUSINESSES AMID COVID-19 PANDEMIC IN DELTASTATE

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### Abstract

*This paper investigated into the manager's assessment of skills required for successful management of businesses amid covid-19 pandemic in Delta State. The population of the study comprises of seventy managers of various businesses in Delta State. Two research questions and two corresponding hypotheses guided the study. Structured validated questionnaires was used to elicit responses from the managers. Test re-test method was used for reliability test and coefficient value of 0.81 was obtained. The research questions were answered using mean and standard deviation while the t-test was used to test the hypotheses of 0.05 level of significance. The responses revealed that all the items, are ICT skills required for successful management of businesses by managers except item 5, also the responses revealed that all the items are problem solving skills required by managers for management of business, except item 16. The researchers concluded that business cannot succeed without managers applying the necessary skills as outlines in this study. The researchers recommended among others that managers should from the time to time undergo training and workshop in order to update and upgrade themselves on the required skills for effective operation of business in a digital age.*



**Keywords:** *Manager's Assessment, Skills, Management, Businesses Delta State.*

## **Introduction**

The way and manner managers handle businesses matters a lot. Productivity and efficiency of any business depends largely on good organizational management by the business managers. According to Okoro and Dajur (2011) management is the co-ordination of all the resources of the organization through the process of planning, organizing, directing and controlling in order to attain the business objective of maximizing profit. Management also means the process of efficiently getting activities involved in the business completed through other people. Management needs skills to operate (Okoro & Dajur, 2011). Management identifies a special group whose job is to direct the efforts and activities of other people towards common objective, that is, getting things done through other people (Miller & Akume, 2014).

The importance of productivity in any business organization cannot be over-emphasized. The productivity of workers as cited by Nwachukwu in Okoro and Dajur 2011 is seen as the relationship between units of labour input and units of output. A skill is the learned capacity to carry out pre-determined result often with minimum outlay of time, energy or both. Skill usually requires certain environmental stimuli and situation to assess the level of the one being shown or used (Igodo, Ezoem, Ikejiofor, Nwalado and Ayemhenre 2013). According to Ikenga, Ayemhenre, Okpuzor and Uloko (2014), skill refers to the various psychological and interpersonal skills that lead people to a healthy and productive life. These skills include the ability to make informed decisions, communicate effectively, cope with life situations, attitude understanding and knowledge occupation (Ikenga, et al 2014).

According to Ihimekpen, George and Ayemhenre (2011) skills are the economic tools that empowers the individual, society and nation with marketable acumen to live a useful life instead of a life of dependency. Skill is an asset to the individual because with it, the individual can be invited to work, contribute his knowledge, experience and expertise.

Skills required of a manager can be divided into the following:

1. Self confidence - which has to do with doing what he thinks is right and continue doing it without minding other people's opinion until he succeeds.



Motivational skills – This skill makes the manager to do what he thinks is right and help him to succeed in it.

2. Saving and investment skills - saving is a skill which can be acquired through practice or learnt under a successful businessman. The world of business has developed over the years that what is thought to be hard and difficult before now is an activity of seconds and minutes, for example money transfer and payments far and near (Eluro, Ayemhenre and Oru, 2013).
3. Human/public relation skill has to do with skills such as courtesy, politeness, tolerance and patience, recognition of second party, positive handling of visitors, friendliness, respect and humourous (Nwalado, 2016).
4. Problem solving skill – According to Oyedipe (2009), problem solving is the process of working through details of a problem to reach a solution. It might be mathematical, scientific, analytical or systematic operations and can be used to measure the individual's critical thinking skill. Managers of businesses need to see problem as friends in order to scale through, to grow and become better managers.
5. Vocational skill – this is the ability of the manager to choose a business suitable to the environment putting all other variables into considerations such as the site, people's likeliness and loyalty to the product.
6. ICT skill – Information and communication technology is the transformation of data into information electronically. It comprises of equipment, procedures and people whereby thoughts, ideas opinions are expressed and circulated in hard copy or in soft copy form. It make business fasters and easier especially in special cases just like covid-19 pandemic where physical presence movement were restricted. Even as the world is growing electronically the business manager needs this skill to be able to cope with the globalization changes such skills includes use of computer, cell phones, ATM and POS.

Some businesses that were able to strive and manage successfully amid convid-19 pandemic while observing the NCDC guidelines, coupled with the application of ICT and problem solving skills are: food processing businesses; pharmaceutical companies; water companies; petrol and gas filling stations and Banks.



### **Statement of the Problem**

It has been observed over the years that many managers do not appreciate the importance of performance evaluation and feedbacks and in that process workers get frustrated and productivity suffers. Workplace is changing and so are skills that managers must have to be able to change with the change. Management influences and determines the productivity of the sub-ordinates and some managers accept low quality or mediocre performance, while others rationalize workers where quality work is required.

The success and failure of any business depends on management, skills and expertise. It has been observed that many managers are lacking in appropriate and necessary skills, required for a business to succeed especially in this digital age. Again, it has also been observed that many managers are not conversant with management skills and this portrays lack of efficiency and effectiveness which in turn affect their productivity in business management. It is against this backdrop that the researchers decided to find out managers' assessment of skills required for successful management of businesses amid covid-19 pandemic in Delta State.

### **Research Questions**

The following two research questions were raised to guide the study:

1. What are ICT skills required by managers for successful management of businesses amid covid-19 pandemic in Delta State?
2. What are problem-solving skills required by managers for successful management of businesses amid covid-19 pandemic in Delta State?

### **Hypotheses**

The following two null hypotheses were raised for the study and tested at 0.05 level of significance.

- H<sub>01</sub>** There is no significant difference between managers of business in Delta State on their mean ratings of ICT skills needed for successful business management based on gender.
- H<sub>02</sub>** There is no significant difference between managers of businesses in Delta State on their mean ratings of problem-solving skills needed for successful management of businesses based on location.

### **Method**



The study adopted descriptive survey design. The population of the study comprises of 70 managers of businesses in Delta State: food processing managers (15); pharmaceutical managers (15); water companies' managers (15); petrol and gas managers (15) and bank managers (10). The entire population was used for the study. Structured questionnaire was used for data collection on a 5 point Likert scale as: Strong agree (5); Agree (4); Undecided (3); Disagree (2) and Strongly disagree (1) The instrument was validated by two managers, one from food processing company and the other from a bank, both in Delta State. Test re-test method was used for reliability test and coefficient value of 0.81 was obtained when subjected to Pearson Product Moment Correlation Coefficient. The Data collected was analyzed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses of 0.05 level of significance. The bench mark was, any mean score of 3.00 was accepted as required while score less than 3.00 was not required.

## Results

**Research Question 1:** What are ICT skills required by managers for successful management of businesses amid covid-19 pandemic in Delta State?

**Table 1:** Mean ratings by managers on ICT skills required by managers for successful management of businesses amid covid-19 pandemic in Delta State.

S/No	ICT Skills	SA	A	U	D	SD	$\bar{X}$	Decision
1.	Capability of advertising products produced via internet	70	-	-	-	-	5.00	Required
2.	Ability to manipulate message search and replace, arithmetic functions, word and counts	60	10	-	-	-	4.86	Required
3.	Ability to draft and process all business correspondence through on-line	28	13	7	14	8	3.56	Required
4.	Ability to store and retrieve document using different storage devices	45	15	5	5	7	4.43	Required
5.	Capability of using internet for business communication	60	10	-	-	-	4.86	Required
6.	Ability to send messages using e-mail, whatsapp or CD Rom	4	9	0	49	8	2.31	Not Required



7.	Graphics ability diagram, photographic, desktop publishing and mail merging	28	7	14	13	8	3.55	Required
8.	Ability to operate computer for on-line business	50	10	10	-	-	4.80	Required
9.	Ability to edit messages, insert, delete or amend	40	20	10	-	-	4.90	Required
10.	Ability to use ATM, POS or even mobile transfer for business transactions	60	10	-	-	-	4.86	Required
<b>Cluster Mean</b>							<b>4.31</b>	<b>Required</b>

Data in Table 1 above revealed that for a business to be successful, managers require certain ICT skills as represented in the table. All items whose mean is above 3.00 were excepted. The cluster mean score of 4.31 indicates that managers in Delta State require ICT skills for successful management of businesses amid covid-19 pandemic.

**Research Question 2:** What are the problem-solving skills required by managers for successful management of businesses amid covid-19 pandemic in Delta State?

**Table 2:** Mean ratings by managers on problem-solving skills required for successful management of businesses amid covid-19 pandemic in Delta State.

S/No	ICT Skills	SA	A	U	D	SD	$\bar{X}$	Decision
11.	Ability to clearly identify a problem	50	10	10	-	-	4.80	Required
12.	Ability to profer solutions to the identified problem	60	10	-	-	-	4.86	Required
13.	Ability to brainstorm in order to stimulate creative and imaginative ideas	30	26	3	2	9	3.94	Required
14.	Ability to access and collect needed ideas for solution	70	-	-	-	-	5.00	Required
15.	Ability to select the most appropriate of the alternative solutions	28	13	7	14	8	3.46	Required



16.	Ability to analyze complex situations appropriately	14	6	4	16	30	2.40	Not Required
17.	Ability to implement the selected solutions well	51	19	-	-	-	4.93	Required
18.	Ability to apply alternative solutions to complex situations	40	20	10	-	-	4.75	Required
19.	Ability to define a problem to know how to approach it	50	20	-	-	-	4.80	Required
20.	Ability to take decisions based on reasoned available facts and ideas	60	10	-	-	-	4.86	Required
<b>Cluster mean</b>							<b>4.38</b>	<b>Required</b>

The data presented in Table 2 above indicates that apart from item 16 which had mean score of 2.40 implying that it is not required, all other items had mean scores above 3.00 showing that they are required as answered by the respondents. The cluster mean score of 4.38 shows that problem-solving skills is required by managers for successful management of businesses amid covid-19 pandemic in Delta State

**Table 3:** Summary of t-test analyses of male and female business managers on ICT skills and problems solving skills required for successful management of businesses amid covid-19 pandemic based on their location

Sample	N	$\bar{X}$	Df	SD	t-cal	t-crit	Decision
Gender managers	43	4.23	68	1.02	0.55	0.59	NS
Location of managers	27	4.08		1.18			

From table 3 above, the t-calculated of 0.55 is less than t-critical value of 0.59, the null hypotheses earlier stated is therefore upheld, that there is no significant difference between managers mean ratings based on their location regarding skills required for successful management of businesses amid covid-19 pandemic in Delta State.



## **Discussion of Findings**

The data presented in Table 1 provided answers to research question one. The findings revealed that apart from item 6 with mean score of 2.31, all other items has mean score above 3.00 meaning that they are required skills for managers to manage a successful business amid covid-19 pandemic in Delta State. This study collaborates with Ikenga et al. (2014) whose study revealed that skills include the ability to make informed decisions, communicate effectively and cope with life situations, attitude understanding and knowledge occupation.

Table 2 revealed that all the items are problem-solving skills required for successful management of businesses amid covid-19 pandemic in Delta State except item 16 with 2.40 mean score. This is in line with Oyedipe (2009) that problem solving is the process of working through details of a problem to reach a solution. It could be mathematical, scientific, analytical or systematic operations and can be used to measure the individual thinking skill.

The result of the t-test of the null hypotheses was upheld as the t-calculated of 0.55 is less than t-table value of 0.59 at 0.05 level of significance.

## **Conclusion**

Since the success and failure of any business depends on management and managers needs skills to operate, it becomes imperative that managers possess the relevant skills required for effective performance. Although a number of workers might present the posture of hard work, the ability to perform well will be in doubt if the managers' ability to ensure good work and performance are lacking in the skills required.

Notwithstanding, managers are encouraged to play their role of management well having applied the skills acquired in order to ensure a healthy and competitive business environment in this era of changing world occasion by covid-19 pandemic.

## **Recommendations**

This paper recommends the following;

1. Managers should from time to time undergo training and workshop in order to update/upgrade themselves on ICT and problem-solving skills to be able to manage businesses in the present day workplace.



2. There should be public private partnership (PPP) on acquisition of skills by managers of businesses in Delta State.
3. Managers are also encouraged to study the present situation just like covid-19 pandemic before applying any skill of management in business.

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## **INFLUENCE OF LECTURERS' INCIVILITY ON THE ACQUISITION OF KNOWLEDGE BY OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS IN FEDERAL POLYTECHNICS IN SOUTH EAST NIGERIA**

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### **Abstract**

*The study ascertained the influence of lecturers' incivility on the knowledge acquisition of office technology and management students. The descriptive survey research design was used. The study was conducted in federal polytechnics in South East of Nigeria using a population of 950 OTM students. A sample size of 240 respondents was used. The researcher designed and used a set of duly validated questionnaire titled Influence of Lecturers' Incivility on the Acquisition of Knowledge by OTM Students Questionnaire (ILIAKOTMSQ). Mean and standard deviation were used to answer the three research questions and independent z-test was used to test the two null hypotheses at 0.05 level of significance. Findings indicated that use of intimidating language by lecturers influence students' learning negatively; expression of hostility by lecturers affect students' consistent attendance to classes; lecturer's mocking affects the concentration of OTM students in skills acquisition. Findings based on test of hypotheses indicated that there was no significance difference in the mean ratings of male and female students on the influence of use of intimidating languages by lecturers on their learning and that HND and ND students mean responses did not differ significantly on the ways lecturers' mocking affects the concentration of OTM students in skills acquisition. It was therefore concluded that if the objective of business education which OTM is an aspect of must be achieved, lecturers' uncivil attitude should not be overlooked or treated with a wave of hand since it affects students' emotional and physical wellbeing and therefore does not make for the enthusiasm and vitality required in teaching and learning processes. The recommendation among others is that heads of department of office technology and management programmes should organize seminars and symposia to sensitize*



***lecturers on the need for civil behaviours and the inherent danger in passing down uncivil attitude to our students who will become leaders of tomorrow.***

***Key Words:*** Incivility, mocking, bullying, behaviour, learning environment.

## **Introduction**

The ability to foster an atmosphere of civility in tertiary institutions is often elusive. Civil behaviour requires that the people communicate with respect, restraint and responsibility and uncivil communication occur when people fail to do so. According to Berger (2009) incivility is referred to as any speech or action that is disrespectful. Clark (2014) expands on this definition by noting that incivility indicates disregard and insolence for others, causing an atmosphere of disrespect, conflict and stress. In the context, Clark proceeds to note that incivility may be demonstrated by lecturers or students and it violates the norms of mutual respect. It breeds emotion such as fear, hostility and resentment between the parties involved. In a study conducted by the centre for survey research at Indiana University (2008), incivility was described as contrary to the wellbeing of the class, and it includes behaviour that distracts the students or lecturers from learning or teaching, discourages students from participating and derails the lecturers' goal for the period.

Incivility is a general term for social behaviour lacking in civility or good manner. Clark and Springer (2010) described "civility" as being polite, respectful and decent. On the contrary "uncivil" behaviour is often an identified speech or action that is disrespectful or rude and may range from insulting remarks and verbal abuse to explosive violent behaviour. In academics, this can be construed as any behaviour which disrupts the learning of students considering that learning is the process that is targeted at changing the behaviour of the recipient. The causes of this type of behaviour have been attributed to cultural and societal norms. In cultural context, many believe that reactions to noise and insult are culturally determined. Some culture promotes tolerance while some promotes violent reactions. Hence, when brought to the learning environment made up of people from diverse cultures, there is bound to be diverse reactions.

According to Mauk and Hobus (2017) incivility is a term used to describe rude, disruptive, intimidating and undesirable behaviour that are directed towards another person. Other terms found in the literature includes lateral



violence, horizontal violence, relational aggression and bullying. In the views of Forni (2018) incivility often occurs when people are stressed, unhappy and rushed, when these coincide, anything can happen. Incivility erodes self-esteem; damages relationship; increases stress; contaminates the work environment and may escalate into violence. These behaviours exist along a continuum ranging from disruptive behaviour on one end and threatening behaviour on the other.

Incivility in higher educational context is commonly grouped into categories, although the categorical label varies. For example, experts have grouped uncivil behaviour as more serious and less serious behaviour (Connelly, 2019). Less serious behaviours are simply annoyance to most students, although it is important to note that labelling the severity of such behaviour is a subjective task. In other words a behaviour that a student considers rude and disruptive may not bother or even enter the awareness of another student. On the other hand, more serious behaviour may involve expression of hostility, demeaning, and belittling toward the student. Such threat has been on the rise in tertiary institution settings since the 1990s (Clark, 2013).

The most serious form of incivility however occurs when lecturers threaten the students with failure. Clark (2014) noted that while acts of violence on the tertiary institutions are rare, they do occur and such incidents have been given substantial media attention in the recent years. Specifically, students are bothered by lecturers who engage in the following behaviours:

1. Acting in aloof, distant manner toward students or conveying to the students that they are a burden.
2. Threatens to fail students.
3. Constant mocking of students.
4. Bully students

Bullying as an uncivil behaviour is a thoroughly studied phenomenon and one that occurs in OTM programme as regularly as any other discipline in academic institutions. This kind of bullying are looking down on students or making absurd remarks about them which may leave the student psychologically damaged. The result of bullying is widespread and often long term including damage on physiological systems, anxiety and lowered self-esteem. According to Gordon (2019) mocking of students through name calling can have serious



consequences on mental health and it is one of the most damaging form of bullying.

Clark and Springer (2010) are of the view that the frequency and intensity of lecturers' incivility covers verbal abuse such as name calling, teasing students in a way that stings, telling offensive jokes about them, mocking and belittling them in front of others. They also identified intimidation of students as an act of incivility as they may cause actual psychological and physiological symptoms including depression, gastro-intestinal distress, mood-disorder and physical ailment.

Office technology and management program just like any other program in the tertiary institutions is vulnerable to the effect of lecturers' incivility ranging from wickedness to rudeness. According to Nworie and Haughton (2008) recent advances in technology have greatly helped and harmed the practice of lecturing. In particular, the learning state of technologies has brought novelty, originality and flexibility to higher educational settings. At the same time, the progression and development of technology has potentially led to several unanticipated consequences, including new forms of lecturers' incivility. Lecturers may more likely engage in incivility because electronic devices and ICT promote inattention and distraction.

Uncivil behaviour by lecturers could be more distressing and harmful to students whose programme curriculum requires practical demonstration of skills which office technology and management falls into. OTM program is skill driven and needs the concentrated use of the hand, brain, and the eye at the same time. Learning in OTM is critical, because it is a skill driven programme that requires the attention of students to understand the gradual process, scientific knowledge and its concepts. It is technologically driven and is expected to put the students in limelight and make them employable in almost every facet of the world of work. It is therefore designed to equip students in various aspects of different fields of endeavour. Learning in OTM involves problem solving and according to Elom (2016) problem solving learning is a higher order learning process that requires the use of cognitive abilities such as thinking, reasoning and observation.



Having stated that incivility of lecturers could destabilize students' emotional stand, it becomes necessary to find out the influence lecturers' incivility has on students' learning in OTM.

### **Statement of the Problem**

Incivility has been the focus of increased attention in higher educational circles, and is commonly labelled as a growing problem. Many blame the deterioration of civility in higher institution on the society (Connelly, 2019). Nonetheless, experts still struggle to answer the following question. Has incivility always been a problem on campus or has it become worse in the recent years?

According to Oheagbulem (2013), there seem to be a lackadaisical attitude among lecturers' in OTM programme which affects the learning of students. This attitude threatens students' learning to such an extent that they are discouraged from attending classes because such lecturers tend to act uncivil as they try to cover-up their lapses. Moreover uncommitted lecturers use intimidating and threatening languages on students which could breed anxiety and depression. An OTM student might find it difficult to fare well under such emotional condition, since the programme has much to do with skills acquisition that involves the combined use of the hand, the eyes and the brain.

Moreover, recent advances in technology have introduced some complexities in the programme and its students should be made to study in an environment that is conducive if learning must be achieved. One of such positive environmental atmosphere is a cordial student/teacher relationship. Incivility is aghast to cordial relationship and so cannot foster an atmosphere that is conducive for proper learning. Civility in the class depends upon the ability of lecturers to create learning environment that embraces diverse identities and effectively manage conversation rather than bullying or ridiculing students. Misconduct, impoliteness, mocking, use of demeaning words which are few words used to describe uncivil behaviour in the classroom can target and affect students. Although, what constitute uncivil behaviour can be quite subjective and different, its undesirable effects are generally agreed upon. Classroom incivility unsettles the teaching and learning environment in a manner that threatens the cohesion and collaboration among lecturers and students.



Nelson and Jackson (2004) insisted that many of the widespread uncivil behaviour seen in colleges today were virtually non-existent through the mid-1980s. In their view it was only in the last two decades has incivility been recognized and labelled a global concern in higher education. It therefore becomes necessary to find out how it influences the learning of students; especially students whose discipline lends itself to dexterity in the use of work equipment that are complex.

### **Research Questions**

The following research questions guided the study:

1. In what ways does use of intimidating language by lecturers influence students' learning?
2. In what ways does expression of hostility by lecturers affect students' consistent attendance to classes?
3. What are the ways lecturers' mocking affect OTM students' concentration in skills acquisition?



### **Hypotheses**

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

**Ho<sub>1</sub>:** Male and female students do not differ significantly in their mean responses on the influence of use of intimidating languages by lecturers on their learning.

**Ho<sub>2</sub>:** There is no significant difference in the mean responses of ND and HND students on the ways lecturers' mocking affects the concentration of OTM students in skills acquisition.

### **Method**

The descriptive survey design was used for the conduct of the study. The population of the study consisted of all students of Office Technology and Management drawn from the three Federal Polytechnics in South East Nigeria. These Polytechnics include: Akanu Ibiam Federal Polytechnic, Unwana; Federal Polytechnic, Nekede, Owerri and Federal Polytechnic, Oko. There are 950 students of OTM in the three Federal Polytechnics in South East Geo-Political Zone of Nigeria. A sample size of 240 was used for the study in line with the approved table for determining sample size from a given population developed by Krejcie and Morgan (cited in Igwe, 2018). Stratified sampling technique was used to select this sample size. The instrument used was the Influence of Lecturers' Incivility on the Acquisition of Knowledge by OTM Students Questionnaire (ILIAKOTMSQ). The questionnaire consisted of 20 items based on the purpose of the study and the research questions. The instrument was validated by one Senior Lecturer in the Department of Business Education, Ebonyi State University, Abakaliki and one Chief Lecturer from the Department of Office Technology and Management Department, Akanu Ibiam Federal Polytechnic, Unwana. A pilot study was conducted at Port Harcourt Polytechnic, Rumuola, Port Harcourt to establish the reliability of the instrument. Cronbach Alpha was used to determine the reliability of the instrument and this yielded a reliability coefficient of 0.96. Each of the items was assigned four response options of Strongly Agreed (SA-4 points), Agreed (A-3 points), Disagreed (D-2 points), Strongly Disagreed (SD-1 point). The data collected were analysed using mean and standard deviation. Positive decision rule for the study was established at a mean of 2.50 and above while any mean less than that was regarded as



negative. The null hypotheses were tested using Z-test at 0.05 level of significance. Hypothesis of no significance difference was accepted when the calculated z- value was less than critical z-value and rejected when calculated z- value exceeded the critical z- value.

## Results

### Research Question 1

In what ways does use of intimidating language by lecturers influence students' learning?

**Table 1:** *Mean Ratings of Students on the Ways Use of Intimidating Language by Lecturers Influence Students' Learning.*

S/ N	Variables	$\bar{x}$	SD	Remarks
1	Makes students loose trend of thought	3.37	0.70	Accepted
2	Makes students feel helpless	3.02	0.92	Accepted
3	Does not promote co-operation	3.00	0.79	Accepted
4	Diminishes learning moral	3.50	0.73	Accepted
5	Makes students pay less attention to instructional procedure	3.06	0.90	Accepted
<b>Grand Mean</b>		<b>3.19</b>	<b>0.81</b>	<b>Accepted</b>

Table 1 is the response of OTM students in Federal Polytechnics in South East Nigeria on the ways use of intimidating language by lecturers influence students' learning. The result of the analysis revealed that use of intimidating language makes students lose their trend of thought, feel helpless, diminishes learning moral and makes them pay less attention to instructional procedure. It however, promotes cooperation of students. This is confirmed by the fact that use of intimidating language by lecturers was rated high with grand mean score of 3.19. The close range of the standard deviation showed that the respondents were not very far from each other in their responses.

### Research Question 2

In what ways does expression of hostility by lecturers affect students' consistent attendance to classes?



**Table 2:** Mean Ratings of Students on the Ways Expression of Hostility by Lecturers Affect Students' Consistent Attendance to Classes.

S/N	Variables	$\bar{x}$	SD	Remarks
11	It breed anxiety in students	3.12	0.93	Accepted
12	It breeds frustration	2.68	1.05	Accepted
13	It builds resentment towards the teacher	3.25	0.90	Accepted
14	It creates fear in students	3.29	0.80	Accepted
15	It affects students enthusiasm towards learning	3.11	1.01	Accepted
<b>Grand Mean</b>		<b>3.09</b>	<b>0.94</b>	<b>Accepted</b>

The data presented in Table 2 reveals that the mean score of respondents ranges from 2.68-3.29 with grand mean of 3.09. The respondents affirmed that expression of hostility by lecturers affect students' consistent attendance to classes which hampers their knowledge acquisition. According to the respondents, it makes them feel anxious, frustrated, fearful, less enthusiastic towards learning and builds in them resentment towards the teacher.

### Research Question 3

What are the ways lecturers' mocking affects OTM students' concentration in skills acquisition?

**Table 3:** Mean Ratings of Students on the Ways Lecturers' Mocking Affects the OTM Students Concentration in Skills Acquisition.

S/N	Variables	$\bar{x}$	SD	Remarks
16	It affects concentration	3.00	0.79	Accepted
17	Destabilizes emotional stand	3.05	0.88	Accepted
18	Derail the attention of the students	2.66	1.13	Accepted
19	Students are frustrated because they cannot coordinate hands and brain for skill acquisition	3.50	0.71	Accepted
20	It encourages violation of norms and mutual respect	3.13	1.08	Accepted
<b>Grand Mean</b>		<b>3.07</b>	<b>0.92</b>	<b>Accepted</b>



The result presented in Table 3 indicated that lecturers' mocking of students affect their concentration in skills acquisition. This revelation is based on a weighted mean of 3.07 in a four point scale which indicated that lecturers' mocking destabilize students' emotional stand, derail their attention among others.

### Hypothesis 1

Male and female students do not differ significantly in their mean responses on the influence of use of intimidating languages by lecturers on their learning.

**Table 4:** Summary of z-test Analysis of Male and Female Students Mean Responses on the Influence of the Use of Intimidating Languages by Lecturers on Students' Learning.

Gender	N	Mean	SD	Df	z-cal	z-crit	Decision	Significance
Male	97	3.03	0.87	00	0.90	1.64	Accepted	Not Significant
Female	143	3.01	0.76					

From the Table 4 it is observed that the calculated z-value (0.90) is less than critical z-value of 1.64 at 0.05 level of significance; hence  $H_{01}$  is accepted which means that there is no significant difference in the mean responses of male and females students on the influence of lecturers' use of intimidating language on the acquisition of knowledge of OTM students. This is based on the data which revealed that male students were 97 and female students 143. Therefore, male and female students agreed that use of intimidating language by lecturers have influence on their learning.

### Hypothesis 2

There is no significant difference in the mean responses of ND and HND students on the ways lecturers' mocking affects the concentration of OTM students in skills acquisition.

**Table 5:** Summary of z-test Analysis on the Mean Responses of ND and HND Students on the Ways Lecturers' Mocking Affects the Concentration of OTM Students in Skills Acquisition.



Levels	N	Mean	SD	Df	z-cal	z-crit	Decision	S
HND Students	112	2.98	0.95	00	1.17	1.64	Accepted	Not Significant
ND Students	128	3.11	0.88					

The data in Table 5 reveals that there are 112 HND students and 128 ND students. It is observed that the calculated z-value (1.17) is less than critical z-value of 1.64 at 0.05 level of significance; hence  $H_{o1}$  is accepted which means that there is no significant difference in the mean responses of HND and ND students on the ways lecturers' mocking affect OTM students' acquisition of skills.

### **Discussion of Findings**

The major findings from this study based on answers to research questions are that: Use of intimidating language by lecturers influence students' learning negatively; expression of hostility by lecturers affect students' consistent attendance to classes; lecturer's mocking affects the concentration of OTM students in skills acquisition. Findings based on test of hypotheses indicated that there was no significance difference in the mean ratings of male and female students on the influence of use of intimidating languages by lecturers on their learning and that HND and ND students mean responses do not differ significantly on the ways lecturers' mocking affects the concentration of OTM students in skills acquisition.

Authors reviewed reported that uncivil behaviours from lecturers hamper students' learning. According to Gordon (2019) mocking of students is one of the most damaging forms of bullying that have serious consequences on their mental health. Lecturers making mockery of students hamper the students' concentration and breed anxiety and depression. The results also corroborate the findings of Clark (2017) that incivility depending on its intensity, causes actual psychological and physiological symptoms including depression, gastrointestinal distress, mood-disorder and physical ailment which can affect learning. Also Ohaegbulem (2013) echoed this in his views that uncivil attitude of lecturers threatens students' learning to such an extent that they are discouraged from attending classes. Lecturers need to create friendly atmosphere in the teaching and learning of OTM courses to enable the students



concentrate and imbibe the competencies inherent in the programme. Moreover, Okon (2019) asserts that today's classroom requires a devoted teacher, well-organized environment and a fully integrated teaching structure. This is in consideration of the fact that learning is a process and not a product and in the opinion of Elom (2016) this process has continuity and is carried over through various steps. Students must therefore be made to relax for their drive or motive to receive satisfaction. The course content of OTM programme is structured in such a way that students need maximum concentration to be able to engage their hands, brain and eyes for skill acquisition if they must demonstrate such in the e-world of work. Therefore the idea of lecturers making mockery of students hampers their concentration and discourages them from demonstrating the patterns shown to them which affect their dexterity.

### **Conclusion**

Based on the findings of the study, it can be concluded that uncivil behaviours of lecturers hamper relationship between students and lecturers and therefore influence knowledge acquisition of OTM students negatively. It can also be concluded that if the objective of Business education which OTM is an aspect of must be achieved, lecturers' uncivil attitude should not be overlooked or treated with a wave of hand since it affects students' emotional and physical well-being and therefore does not make for the enthusiasm and vitality required in teaching and learning processes. Moreover, civility in the classroom broadens the mind of students thereby making them well disposed to knowledge acquisition.

### **Recommendations**

As a result of the conclusions, the following recommendations are made:

1. Heads of Department of Office Technology and Management Programmes should organize seminars and symposia to sensitize lecturers on the need for civil behaviours and the inherent danger in passing down uncivil attitude to our students who will become leaders of tomorrow.
2. Departmental boards should set up disciplinary committees where students could report uncivil acts of lecturers without fear of further intimidation.



- School management should use the medium of new students' orientation to emphasize the need for students to report uncivil behaviours of lectures as this will allay their fears and help the lecturers embrace the attitude of civility.

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## ASSESSMENT OF THE IMPACT OF TETFUND ON MANAGEMENT OF BUSINESS TEACHER EDUCATION IN COLLEGES OF EDUCATION IN THE SOUTH EAST ZONE

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### **Abstract**

*This research focused on assessing the impact of TETFund on management of business teacher education in Colleges Education in the South East Zone of Nigeria. Two research questions were generated and two hypotheses were formulated to guide the study. The study adopted a survey research design. The population of the study comprised one hundred and thirty two (132) lecturers from the seven federal and state owned colleges of education in the South East zone. The whole population was studied because it is manageable. A four-point scale questionnaire was developed by the researcher to enable her collect data for the study. One hundred and thirty two (132) copies of the instrument were printed after validation and subsequently distributed to the one hundred and thirty two (132) respondents used for the study. All the one hundred and thirty two (132) were personally administered to the respondents, completed, retrieved by hand and were used in the analysis. The items with regards to the research questions were analyzed using mean and standard deviation while null hypotheses were tested at 0.05 level of significance using t-test statistics. The results showed that funding of business teacher education has improved and that there are inadequate maintenance of teaching and learning facilities. Based on the findings of the study, the researcher concluded that though TETFund has made and is still making positive impact in the funding of business teacher education yet many managers of business teacher education in colleges of education lack maintenance culture. The researchers therefore recommended among others that head of departments as resource managers should ensure proper utilization of available fund. They should have close contact with their chief executives and help access more TETFund for a better and effective implementation of business teacher education. Again they should avoid wastage and imbibe maintenance culture.*

### **Introduction**

Literature has shown that many departments of business teacher education in both federal and state owned institutions, lack adequate finance required to run the programme. In many institutions offering



business education programme, there are non-availability, non functionality, outdated and inadequacy of teaching facilities. This was confirmed by Iweh and Ufot (2012) where they noted that lack of adequate funding has resulted in poor or lack of necessary workshops, equipment, machines and other training facilities in Nigeria colleges of education.

Funding according to Nwosu and Ibe (2015) is the act of providing money or financial resources for a particular purpose on a continuous basis. It is a budgetary allocations that are readily available at a stated time by governments or institutions for the purpose of paying salaries, allowances and benefits, and the building and provision of educational infrastructures to aid teaching and learning (Samuel in Kulo, Effah and Okudare, 2014). Funding is the act of providing resources to finance a need, programme or project. Utoware and Kren-Ikidi (2014) asserts that the quantity and quality of learning resources to be provided to make a conducive learning environment is dependent on the volume of financial resource made available to the programme and also on the management of such resources. This was why Ademola (2014) added that since the sector has suffered financial and supervisory negligence over the decades, the result is that the heads of various departments are compelled to find financial solutions to enable the departments run. Since there is little or no supervision in the school, the heads end-up abusing what initially was meant to be sensitive.

Presently, through the assistance of Tertiary Education Trust Fund (TETFUND), more fund is being made available to institutions (both federal and state, urban and rural based) for the procurement of teaching equipment and other instructional materials. Ashogbon (2015) noted that the benefits derivable from this intervention fund to the national higher education system have been very massive. He further states that there is virtually any institution in the country that any one is today without seeing one or two impact of these interventions in very visible form. Despite the fact that TETFUND focused its major attention on vocational technical education which business education is an integral part of yet recent studies by Awodi in Nwaiwu, Dikeocha and Nwagu (2015), Anioke in Igboke and Okoro (2015) and Enyekit and Enyekit (2015) revealed that business education still lack teaching and learning equipment and other facilities needed for effective teaching and learning.

The modality for accessing TETFUND fund is that each institution decides on the project it wants to execute, then package and send to TETFUND before it can access the money. The question therefore is, does



it mean that the needs of business education in colleges of education are not recognized?

According to Babayo in Adamu (2014), ₦15.3b was released to vocational technical education in 2011. Bogoro in Otti (2014) also noted that TETFUND allocation to federal and state universities in the nation grew from ₦303m in 2010 to ₦912m in 2014. Allocation to polytechnics rose from one hundred and eighty three million (₦183m) in 2010 ₦661m in 2014, while that of colleges of education leapfrogged from ₦157M in 2010 ₦581m in 2014. This is about 48% increase compared to 2013 allocation. TETFund disbursement in the last two years shows that in 2018 disbursement to tertiary institutions was ₦133.84 billion. Universities had ₦66.93 billion, Polytechnics ₦32.37 billion, Colleges of Education got ₦32.65 billion while others had ₦1.89 billion (Kunle, 2019). Wale (2019) and Adedigba and Agbola, (2019) noted that in 2019 TETFund disbursed ₦208 billion to tertiary institutions. Each university received ₦826.6 million, polytechnics ₦566.7 million and colleges of education ₦542.2 million each. In spite of these, it is quite unfortunate to note that many departments of business education in colleges of education that should benefit from this fund have not really felt the impact of the fund. The areas the fund focused its attention are still areas affecting the effective implementation of business teacher education in many colleges of education. The above allocations can no more be claimed to be on paper because TETFUND projects are visible in many of the higher institutions of learning (both federal and state, urban and rural based institution). (Ashogbon, 2015).

Since the endless talk on inadequate funding is not yielding positive result, strategies should be adopted by managers of business education in colleges of education to see how the available fund can be properly utilized in other to ensure that at least available facilities are maintained and effective teaching and learning takes place.

### **Statement of the Problem**

Many researchers have come up with results which revealed under-funding of business education programme. Business education, departments in Nigeria tertiary institutions are ill- equipped, ill-financed and their staff and students are not provided with adequate encouragement and incentives. But currently, research has also shown that tertiary institutions are benefiting immensely from Tertiary Education Trust Fund (TETFund). It was also revealed that vocational and technical education which houses business education benefits more from the fund



Nwaiwu, Dikeocha and Nwagu (2015). Yet no much impact have been recorded in the areas of procurement and maintenance of teaching and learning facilities. Owing to these, the researcher deemed it fit to assess the impact of TETFund on management of business teacher education in College of Education in South East Zone.

### **Method**

The descriptive survey research design was used for the study, the design was considered appropriate for the study because it permitted the use of questionnaire to elicit information from the respondents. According to Akuziulo and Agu (2003), survey design is one in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representative of the entire group. The population of the study consists of one hundred and thirty two (132) business education lecturers in colleges of education in the South Eastern zone of Nigeria. The population was manageable therefore there was no need sampling. A structured questionnaire constructed by the researcher was the instrument used for data collection. The instrument was validated by two experts in science education and a specialist in Business Education both in Ebonyi State University. Test-retest measurement techniques was used to ascertain the internal consistency of the questionnaire items. To achieve these, the test was administered to twenty lecturers that are not part of the study. A co-efficient of 0.64 was obtained using Cronbach Alpha co-efficient technique.

The copies of the questionnaire were administered by the researcher, and all were retrieved and used for data analysis. Data collected were analyzed using mean statistics and standard deviation, t-test was used to test the hypotheses at alpha level of 0.05. A null hypotheses is accepted if the calculated t-value ( $t_{cal}$ ) is less than t-critical or t-table value at 0.5 level of significance. On the other hand, the null hypotheses is rejected if the calculated t-value is greater than the critical or t-table value at 0.05 level of significance.

**Research Question One:** What is the extent of improvement in the funding of business teacher education in Colleges of Education in South East zone?



**Table 1: Mean Results of Lecturers on Extent of Improvement in Funding of Business Teacher Education.**

S/ N	ITEM	VHE	HE	LE	VLE	$\bar{X}$	SD	Decision
1	Conferences/workshops now receive TET-Fund sponsorship.	102	4	19	7	3.52	0.92	Very high extent
2	Funds are made available for lecturer's in-service training.	48	59	15	10	3.09	1.06	High extent
3	Researches are now funded.	17	39	31	45	2.21	1.01	Low extent
4	More lecture halls had been constructed.	54	37	15	21	3.01	1.09	High extent
5	More lecture halls are being constructed.	37	57	26	12	2.90	1.23	High extent
6	Number of ICT facilities has increased.	16	28	36	52	2.06	1.05	Low extent
7	There is better maintenance of equipment/facilities.	12	11	12	97	1.53	0.98	Low extent
8	More funds are made available to HOD's by management of institutions.	21	35	42	34	2.32	1.06	Low extent
9	Teaching practice honorarium are promptly paid.	71	8	25	28	2.92	1.25	High extent
10	Students receive bursary allowances.	20	32	33	47	2.18	0.17	Low extent
11	Laboratories are better equipped.	16	30	37	49	2.09	1.04	Low extent
12	Generally vocational business education is receiving better funding through TET-Fund.	24	41	25	42	2.35	1.03	Low extent
<b>Grand mean</b>						<b>2.51</b>	<b>0.99</b>	<b>High extent</b>

**Source: Field work, 2020.**

The result in table 1 revealed that item 1 is in the boundary of 3.5-4.49, implying a very high extent. Items 2,4,5 and 9 is in the boundary of 2.5-3.49, implying a high extent while items 3,6,7,8,10,11 and 12 is in the boundary of 1.5-2.49, implying low extent. However, the grand mean of 2.51 is in the boundary of 2.5-3.49 implying that improvement on the funding of business teacher education is to a high extent. This means that the lecturers of business teacher education agreed that there is improvement in the funding of business teacher education.



**Research Question Two:** How adequate is the maintenance of teaching and learning facilities by heads of department of Business Teacher Education in South East zone?

**Table 2:** Mean Results of Lecturers on the Adequacy of the Maintenance of Teaching and Learning Facilities by Heads of Department.

S/N	ITEM	VA	A	IA	VIA	X	SD	Decision
1	Available typewriters in your department.	31	44	35	22	2.63	1.02	Adequate
2	Computers in your department.	33	45	24	30	2.61	1.04	Adequate
3	Available laboratories in your department.	6	7	13	106	1.34	0.78	Inadequate
4	Departmental library.	10	5	57	60	1.73	0.98	Inadequate
5	Available offices for lecturers in your department.	35	44	25	28	2.65	0.96	Adequate
6	Departmental model office.	9	9	11	103	1.42	0.89	Inadequate
7	Lecture halls.	68	12	20	32	2.87	1.27	Adequate
8	ICT equipment	4	9	9	110	1.29	0.72	Inadequate
9	Available workshop space in your department.	5	10	12	105	1.35	0.78	Inadequate
<b>Grand mean</b>						<b>1.49</b>	<b>0.70</b>	<b>Inadequate</b>

Source: Field Work, 2020.

The results in table 2 showed that items 1,2,5 and 7 is in the boundary of 2.5-3.49, implying that maintenance of teaching facilities by heads of departments are adequate while items 3,4,6,8 and 9 is in the boundary of 1.5-2.49, implying that maintenance of teaching facilities by heads of department are inadequate. However, the grand mean of 1.49 is in the boundary of 0.5-1.49, implying very inadequate. This means that the lecturers of business teacher education in colleges of education in South East Nigeria are of the opinion that there are no adequate maintenance of teaching and learning facilities by heads of department of business teacher education.

**HO<sub>1</sub>:** There is no significant difference in the mean ratings of business education lecturers in both federal and state owned colleges of education on the extent of improvement in the funding of business teacher education in colleges of education in South East, Nigeria.



**Table 3:** T-test Results of Lecturers on the Extent of Improvement in the Funding of Business Teacher Education. Based on Ownership of College of Education.

S/N	Variable	No	X	S.D	DF	T-cal	t-critical	Decision
1	Federal	85	3.85	0.58	130	6.39	1.960	Significant
	State	47	2.91	1.12				
2	Federal	85	1.40	0.72	130	3.76	1.960	Significant
	State	47	1.95	0.95				
3	Federal	85	1.24	0.63	130	7.82	1.960	Significant
	State	47	2.38	1.03				
4	Federal	85	2.98	1.10	130	0.38	1.960	Not significant
	State	47	3.06	1.09				
5	Federal	85	2.57	0.94	130	0.34	1.960	Not significant
	State	47	2.63	1.09				
6	Federal	85	1.05	0.32	130	9.71	1.960	Significant
	State	47	2.44	1.24				
7	Federal	85	1.07	0.40	130	9.26	1.960	Significant
	State	47	2.36	1.16				
8	Federal	85	1.07	0.40	130	8.66	1.960	Significant
	State	47	2.31	1.21				
9	Federal	85	3.47	1.01	130	8.25	1.960	Significant
	State	47	1.93	1.03				
10	Federal	85	1.07	0.40	130	6.05	1.960	Significant
	State	47	1.76	0.91				
11	Federal	85	1.98	0.98	130	1.65	1.960	Not significant
	State	47	2.29	1.12				
12	Federal	85	1.07	0.40	130	8.58	1.960	Significant
	State	47	2.34	1.25				
t-test value						6.39	1.960	Significant

**Source: Researcher’s Computation, 2020.**

The t-test value in table 3 is greater than the t-critical value ( $6.39 > 1.960$ ), therefore  $H_{O1}$  is rejected. The result indicates that there is a significant difference in the mean ratings of lecturers in federal and state owned colleges of education on the extent of improvement in the funding of business teacher education in South East, Nigeria.

**H<sub>O2</sub>:** There is no significant difference in the mean rating of business education lecturers in federal and state-owned colleges of education on the adequacy of maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education in South East, Nigeria.



**Table 4:** T-test Results of Lecturers on the Adequacy of Maintenance of Teaching and Learning Facilities. Based on Ownership of College of Education

S/N	Variable	No	X	S.D	DF	t-cal	t-critical	Decision
1	Federal	85	2.56	1.07	130	1.20	1.960	Not significant
	State	47	2.34	0.93				
2	Federal	85	2.40	1.08	130	1.80	1.960	Not significant
	State	47	2.06	0.91				
3	Federal	85	1.07	0.40	130	6.04	1.960	Significant
	State	47	1.82	1.02				
4	Federal	85	2.25	1.04	130	1.31	1.960	Not significant
	State	47	2.02	0.89				
5	Federal	85	2.27	1.29	130	0.98	1.960	Not significant
	State	47	2.48	1.08				
6	Federal	85	1.07	0.40	130	7.22	1.960	Significant
	State	47	2.06	1.15				
7	Federal	85	3.36	1.10	130	6.82	1.960	Significant
	State	47	2.00	1.10				
8	Federal	85	1.07	0.40	130	5.23	1.960	Significant
	State	47	1.70	0.97				
9	Federal	85	1.07	0.40	130	6.45	1.960	Significant
	State	47	1.87	1.01				
<b>t-test value</b>						<b>4.11</b>	<b>1.960</b>	<b>Significant</b>

*Source: Researcher's Computation, 2020.*

The result of the t-test in table 4 revealed that the t-test value is greater than the t- critical value (4.11>1.960) as a result, H<sub>02</sub> is rejected. This means that there is a statistical significant difference in the mean ratings of lecturers in federal and state owned colleges of education on the level of maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education in South East, Nigeria.

### Discussion of Findings

The result of data analysis as presented in table 1 indicates that improvement in the funding of vocational business teacher education is presently to a high extent. The respondents were in agreement that conferences/workshops now receive TET-Fund sponsorship, funds are made available for lecturers' in-service training, more lecture halls had



been constructed, more lecture halls are being constructed and teaching practice honorarium are promptly paid. The overall items received a grand mean of 2.51 which is in the boundary of 2.5-3.49 implying a high extent. The result is in agreement with Ogunnwole (2015) who noted that the presence of tertiary education trust fund (TETFund) intervention fund is being felt by both federal and state institutions. According to Ogunnwole TETFund has donated buildings, modern library, trained ten thousand three hundred and three (10,303) academic and non-academic staff of the country's tertiary institutions between 2010-2014 and also play significant role in the funding of office equipment. Njoku (2015) also support the finding when she noted that through TETFund and other agencies set out by the Federal government, the educational system is improving in terms of infrastructure at the different levels.

Since evidence has shown that the funding of business teacher education has received improvement through tertiary education trust fund (TETFund) intervention fund, it will be therefore necessary for management of business teacher education in colleges of education to ensure that part of the fund meant for business teacher education department is channeled mostly to the procurement and maintenance of teaching and learning facilities. Udo (2014) imbibed the same view when he noted that there is need for the college management to cooperate and use the fund obtained appropriately so as to serve the purpose it was meant for.

On the test of hypothesis 1, the result of data analysis indicates that the overall t-test value of 6.39 is greater than t-critical value of 1.96. Hence  $H_{01}$  is rejected. This result means that there is a significant difference in mean ratings of lecturers in federal and state owned colleges of education on the extent of improvement in the funding of business teacher education in South East Nigeria.

The differences in the opinions of lecturers in the State and Federal Colleges of Education on extent of improvement in the funding of business teacher education could be attributed to lack of commitment in the funding of education by many state governments. This was confirmed by Barko and Duktur (2014) when they noted that state government that is supposed to finance education has turn to construction works alone without considering the state of affairs of the education sector talk less of business education that is practically based and demand more finance.

The result of data analysis as presented in table 1 revealed that maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education is inadequate. The respondents indicated that laboratories, departmental library, departmental



model office, ICT equipment and available workshop space are not adequately maintained. All the items in the table received a grand mean of 1.49 which is in the boundary of 0.5-1.49 implying very inadequate. This result is in agreement with Fuandai and Akolo in Barko and Duktur (2014) who states that teachers nowadays have not been improving those materials that were either available but not adequate. Nwaosa, Okwuokenye and Olannye (2013) added that in many colleges of education, lecture halls are dilapidated, even the available ones are poorly maintained, because of poor maintenance culture. This was why Miller, Crossdale, Ayemhenre and Mordi (2012) opined that management of facilities is not just about planning for procurement of new machines, equipment and other materials rather it also involves maintenance of existing equipment.

The result of data analysis in table 4 indicates that t-test values of 4.11 is greater than t- critical value of 1.96. Therefore  $H_0$  is rejected. This means that there is a significant difference in mean ratings of lecturers in federal and state owned colleges of education on the adequacy of maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education in South East Nigeria. The difference in the opinion of lecturers in federal and state colleges of education could be as a result of internal factors peculiar to both federal and state owned colleges of education.

### **Conclusion**

Based on the result of the study, it was concluded that TETFund has made positive impact in the funding of business teacher education while teaching and learning facilities are not adequately managed and maintained by heads of department of business teacher education in colleges of education in the South East zone of Nigeria.

### **Recommendations**

1. Heads of departments as resource managers should ensure proper utilization of available fund.
2. Heads of business education departments as resource managers should avoid wastage and imbibe maintenance culture.
3. Heads of department of business teacher education should have close contact with their chief executives and help access more TETFund for a better and effective implementation of business teacher education.
4. Monitoring committee should be set up by management of institutions as to monitor how funds are managed and facilities are maintained by



various heads of department. This is because findings revealed that there is no adequate maintenance of facilities by heads of department.

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## REBRANDING BUSINESS EDUCATION IN NIGERIA THROUGH PROFESSIONALIZATION

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### **Abstract**

*The study examined rebranding business education in Nigeria through professionalization. Three research questions guided the study. Descriptive survey research design was adopted. The population of the study comprised 1,373 business educators and NCE Parts 1-3 business education students with their parents/guardian in Adeyemi College of Education, Ondo due to COVID 19 pandemic. Purposive sampling was used to select 153 respondents (136 NCE Parts 1- 3 business education students and their parents/guardian plus 17 business educators). People's Perspective about Business Education and Professionalization (PPBEP) which was duly validated with a Cronbach Alpha reliability co-efficient of 0.75 was used to gather data for the study. A total of 105 (69%) out of 153 copies of the questionnaire administered were retrieved and used for the study. The data collected to answer the research questions were analyzed using mean and standard deviation. Findings of the study revealed among others the reasons behind people's poor perspectives about business education, discrepancies in remuneration and other welfare packages enjoyed by business educators and their counterparts in highly valued disciplines and benefits that will accrue to business education if rebranded through professionalization. Based on the findings, the following recommendations were made among others: that business education be professionalized as soon as practicable; involvement of core business educators in curriculum review from time to time be ensured; and salary cum other welfare packages of business educators be reviewed upward like their counterparts in highly valued and lucrative professions.*

***Keywords:** Rebranding, business education, professionalization.*

### **Introduction**

Business education is an aspect of vocational and technical education which from inception has been perceived by students, parents/guardians and those in other highly valued disciplines as a discipline for those who were not academically sound. To promote business education in Nigeria tertiary institutions therefore, and in order to achieve its goals and



educational goals at large, there is the need for rebranding. The rebranding of business education in this context implies disabusing the mind of people by enlightening them on correct perception of business education through professionalization, creation of new look to make the discipline more attractive to learners and the entire society like other highly valued disciplines.

Rebranding is a process of giving a product or an organization a new image, in order to make it more attractive or successful (Collins, 2020). Likewise, Wikipedia (2020) describes rebranding as a marketing strategy in which a new name, term, symbol, design, concept or combination thereof is created for an established brand with the intention of developing a new, differentiated identity in the minds of consumers, investors, competitors, and other stakeholders. The Economic Times (2020) defines rebranding as the process of changing the corporate image of an organisation. It is a market strategy of giving a new name, symbol, or change in design for an already-established brand. The idea behind rebranding does not necessarily mean change of name, but, it is to create a different identity for a brand from its competitors in the market. Consequently, rebranding of business education is giving the profession a new face-lift that will make it attractive and lucrative like others which are already so considered highly valued professions such as medicine, law, engineering, accounting, architecture, pharmacy and nursing, to mention a few.

Business education is simply education for business and education about business. To Olagunju (2020), business education is a branch of education that involves teaching the skills and operations of the business industry. Amaewhule, Okiridu and Nwoko (2019) see business education as education that prepares youth and adult for employment by providing experience which enables them to develop competences needed in the job. The duo of Ekoh-Nweke and Offia (2019) also view business education as a course that prepares students for life in the business world. Similarly, business education is defined as a systematic and organized programme of instruction aimed at transmitting knowledge, skills, ideas, attitude and technical know-how to recipients which is required for usage in business offices and for teaching others (Oyedele and Oladeji, 2016).

There are different areas that the knowledge of business education plays very prominent roles in the success of other disciplines. For instance, understanding ways of recording business transactions, accurate keeping of financial record of resources, developing and improving basic arithmetic skills; understanding different filing system, write malleable letters,



accurate processing and management of information; easy saving and retrieving of information, developing human relation skills, using initiative tact, handling major office routine duties; knowing the importance of being honest and punctual at work, setting different office machines, acquiring effective sales habit, being a judicious spender, analyzing situations; having knowledge of consumer behaviour and rights, among others. In essence, business education prepares everyone including the so called highly valued medical doctors, lawyers, engineers and what have you for employment; either a paid job or to be self-employed. The reason being that without the knowledge of business education, there is no direction for other professions.

Despite all the laudable roles of business education in human resources and national development, scholars at various times have pointed out that business education is being handled with levity in Nigeria and this results in loss of prestige and diminishing morale which has greatly affected the teaching and learning of business education (Oyewole and Ihionkhan, 2020; Edokpolor and Egbiri, 2017 and Oladunjoye, 2016). Rebranding business education through professionalization therefore, would restore the prestige and boost the morale of qualified educators who will be better placed to produce qualified and marketable graduates in business education.

Teaching generally, which encompass business education, has been described by scholars as a profession patronized by the people who could not succeed in their chosen vocations in other profitmaking businesses which they considered more lucrative than teaching. Teaching is seen as discipline for people who could not find anything better for themselves in their society. Also, the teaching profession in Nigeria has been regarded as a dumping ground for people who desire to have a temporary job while they seek other jobs of their dreams. Teaching is an occupation dating from the time of human existence (Olagunju, 2020; Ekaette, 2019; Ejiogu, 2017; Fareo, 2015 and Yusuf, Afolabi and Oyetayo, 2014). However, the authors explain further that despite its age, it has consistently lacked the command of prestige and power accorded the classical professions. In Nigeria, teaching has remained a trade union rather than a professional organization.

Moreover, Ekaette (2019) laments that teaching has been hijacked by all comers, making it almost a dumping ground for every bird of passage holding on to teaching for just a while as they seek jobs of their choice, or persons who failed to succeed in other vocations and perhaps those who wish to combine teaching with other businesses. Notwithstanding, in the



view of Amaewhule et al (2019), teachers are indispensable tools in the education of any nation. Oke, Ogundele and Mainoma (2017) explain that teachers occupied a pivotal position in transforming the teaching-learning process for quality education. Furthermore, Eduwen and Osagie-Obazee (2016) opine that teachers are the heart of the education process and the main determinant of the quality and effectiveness of its results. In essence, the success of any nation depends on the quality of teachers.

A profession has been defined as an occupation that can claim exclusive technical competence and also adheres to ethics of professional conduct. Elsewhere, a profession is being defined as a calling in which one professed to have acquired special knowledge used by either instructing, guiding or advising others or serving them in some art. These professions have quality control measures and compulsory registration of their members (NOUNS, 2019). Similarly, it is an occupation or job for which a person has received a specialized training or skill and follows as a career. From another perspective, a professional is someone who is learned or skilled in a particular job or occupation in which he has specialized and intends to practice throughout his working career (Olagunju, 2020; Yusuf, Afolabi and Oyetayo, 2014; Dada and Fadokun, 2010; and Orubite, 2010).

Professionalization is a process whereby occupations have become or seek to become publicly recognised as professions according to the degree to which they meet the alleged criteria. It is the driving force for educational improvement and national development, particularly now that the education system is riddled with so many challenges and conflicting pressures (Olagunju, 2020; Ekaette, 2019). The authors stress further that the universal criteria that sets a vocation apart as a profession include theoretical and practical knowledge mastered fully by the practitioners, reasonably long training in the field, continuous practice, a regulatory body that licenses and disciplines as well as promotes the professional growth of practitioners and rendering qualitative services to the society by the practitioners, among others.

Professionalization entails admission of members on equal footing, maintenance of members' register, dues, and records which involve ranking and seniority; high standards of professional code of conduct, ethics and practice. Likewise, members practice freely in accordance with existing laws and membership is restricted to those who fulfill the minimum qualification or are admitted by examination. Any profession that measures up to its billing will command high status and dignity, societal recognition, acceptance, job opportunity, security, job satisfaction, immense rewards and professional excellence, that is, efficient and effective service delivery.



From the foregoing, it is evident that business education has fulfilled virtually all the criteria for professionalization. It is high time professionalization process began and accomplished in due course for business education to be publicly recognized and accepted as a profession in Nigeria.

There are three main components of professionalization: ethics, behaviour and accountability. Ethics is all about the legal and etiquette to which a professional business educator must adhere to such as the code of professional conduct as stated by the regulatory bodies and the constitution. Behaviour emphasizes the processes, procedures, competence and productivity applied in the course of carrying out one's duties. It also entails exhibition of appropriate behaviours such as decent appearance, promptness, maintaining a civil and appropriate relationship with colleagues, parents and students. Accountability on the other hand, is the exhibition of high level responsibility towards lifelong teaching and learning, regularity in classroom teaching, availability of teachers to meet the needs of students regularly, school or community services, among others (Olagunju, 2020).

Although, business education has been facing a lot of challenges like qualification and quality of teachers, poor funding, inadequate curriculum content; poor implementation of curriculum, unstable policy, epileptic power supply, time allocation, inadequate equipment and infrastructure to mention but a few. Professionalization will enhance quality in business education as the issue of quality personnel will be resolved and teachers will ensure that students receive the high-quality teaching they need to succeed. It will minimize quackery and impostors as standard and due process will be followed in employing qualified business educators. Moreover, professionalism will enhance maintenance of a reputation for integrity, accountability, confidentiality, competence and commitment by business educators. It will also affect the role of business educators and their pedagogy which in turn will affect the student's ability to learn effectively (Olagunju, 2020; Ekaette, 2019; Nwosu, 2017; and Salehnia and Ashraf, 2015).

### **Statement of the Problem**

The knowledge of business education cut across all disciplines. There is no profession in Nigeria and the world at large that does not require the services of business educator for successful operations. Be it doctor, lawyer, engineer, pharmacist, nursing, surveyor, architecture, technologist to mention but a few. Hardly can any of the professions succeed without the knowledge of business education. Why then do people look down on



business education as inferior to other highly valued disciplines? Why has business education not been professionalized all these years since it is the bed rock for the success of other disciplines? Why the discrepancies in business educators' remuneration and other welfare packages enjoyed in other highly valued disciplines? These and other questions are the agitations of the present writer. It is against this backdrop that the paper examines rebranding business education through professionalization in making it attractive and lucrative like other disciplines.

### **Research Questions**

The following research questions guided the study:

1. What are the reasons for people's perspective about business education?
2. Why discrepancies in remuneration and other motivational packages of business educators as against what others in highly valued disciplines enjoyed?
3. What are the benefits that will accrue to business education if rebranded through professionalization?

### **Method**

Descriptive survey research design was adopted for the study. The population comprised 1,373 business educators (17), NCE Parts 1-3 business education students and their parents/guardian (1356) in Adeyemi College of Education, Ondo. The researcher used purposive sampling to select 136 NCE Parts 1-3 business education students and their parents/guardian plus the 17 business educators making a total sample of 153 due to COVID 19 pandemic. The instrument for data collection was a questionnaire tagged "People's Perspective about Business Education and Professionalization (PPBEP)". Three experts, one in tests and measurement and two in business education from Adekunle Ajasin University, Akungba-Akoko and Adeyemi College of Education, Ondo respectively validated the instrument. The Cronbach Alpha reliability test was used to determine the consistency of the instrument which yielded 0.75 reliability co-efficient. The questionnaire was structured on a four-point rating scale as Strongly Agreed (SA) - 4 points, Agreed (A) - 3 points, Disagreed (D) - 2 points and Strongly Disagreed (SD) -1 point. The researcher with the help of two research assistants administered 153 questionnaire out of which 105 (69%) copies were retrieved. Data collected were analysed using descriptive statistics of mean and standard deviation. Regarding the research questions, mean rating of 2.50 was used for decision. Items of mean value



of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed.

**Result**

**Research Question 1**

What are the reasons for people’s perspective about business education?

**Table 1:** Mean scores and standard deviation of respondents on reasons for people’s perspective about business education

S/N	Item	Mean	SD	Remarks
1	The course is newly introduced in Nigeria in the 1970s	1.69	.94	Disagree
2	Admission requirement is cheaper than other highly valued disciplines	2.08	.66	Disagree
3	The duration of course is short	1.99	.83	Disagree
4	Learners are not exposed to real world of work	2.91	.99	Agree
5	Business education is for those that are not academically sound	2.71	.71	Agree
6	Business education has no global acceptance	2.82	1.20	Agree
7	The skills in business education can be acquired in mushroom Centres outside the school	3.29	1.01	Agree
8	No regulatory body that licenses and disciplines as well as promotes the professional growth of practitioners	3.36	.91	Agree
9	Some business educators are employed without educational background which make the entry into the job more porous	3.05	.00	Agree
10	The status/nomenclature of business education is not consistent in all the institutions offering it.	2.95	.87	Agree
<b>Grand mean and standard deviation</b>		<b>2.69</b>	<b>0.91</b>	
<b>Agree</b>				

**Source:** Field survey, 2020

Table 1 reveals that the respondents disagreed with items 1-3 with mean scores of 1.69, 1.99 and 2.08 respectively. However, the remaining seven items (4-10) with mean scores ranging from 2.71 to 3.36 indicates the respondents’ agreement to the reasons for peoples’



perspectives about business education. This agreement was very evident as the mean scores were above the fixed decision value of 2.50. It was also established by the grand mean of 2.69 and standard deviation of 0.91 respectively. The implication is that people's perspective about business education is poor as they see business education as inferior to other highly valued disciplines.

**Research Question 2**

Why discrepancies in remuneration and other welfare packages of business educators as against what others in highly valued disciplines enjoyed?

**Table 2:** Mean scores and standard deviation of respondents on discrepancies in remuneration and other welfare packages of business educators as against what others in highly valued disciplines enjoyed

S/No	Item	Mean	SD	Remarks
1	Government rates other professions higher and more important than business education since it is not a science course	2.95	.85	Agree
2	Other professionals are more qualified than business educators	1.89	.67	Disagree
3	Those in business education does not have cognate world of work experience like housemanship and internship as applicable in other highly valued professions	3.12	.70	Agree
4	Business education is not as hazardous as other disciplines	3.10	.70	Agree
5	Government policy did not favour business educators	2.77	.86	Agree
6	Business education is easy than science courses	1.71	.70	Disagree
7	Business education does not have future like medicine, law and engineering courses	3.65	.71	Agree
8	Business education has not been globally accepted	3.07	.61	Agree
9	Business educators still have time to do other businesses	1.56	.73	Disagree
10	Business educators spent a lot on upgrading as a result of technology	2.00	.82	Disagree
<b>Grand mean and standard deviation</b>		<b>2.60</b>	<b>0.74</b>	<b>Agree</b>

**Source:** Field survey, 2020

Table 2 shows the reasons for discrepancies in remuneration and other welfare packages of business educators as against what others in highly valued disciplines enjoyed. The table indicates that the respondents agreed to items 1, 3, 4, 5, 7, and 8 with mean scores ranging from 2.77 and above which attested to the agreement of the respondents; while respondents disagreed with items 2, 6, 9 and 10 with mean scores between 1.56 and 2.00 as reasons for the discrepancies in remuneration and other



welfare packages of business educators as against what others in highly valued disciplines enjoyed. The mean scores of items 1, 3, 4, 5, 7, and 8 were all above the fixed decision value of 2.50. Also, the grand mean of 2.60 and standard deviation of 0.74 signified that respondents agreed with the reasons adduced for discrepancies in remuneration and other welfare packages of business educators as against what others in highly valued disciplines enjoyed. This implied that business educators are not regarded as professionals like doctors, lawyers, engineers and so on hence, their being handled with levity in Nigeria.

### **Research Question 3**

What are the benefits that will accrue to business education if rebranded through professionalization?

**Table 3:** *Mean scores and standard deviation of respondents on benefits that will accrue to business education if rebranded through professionalization*

<b>S/No</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
1	Global recognition and acceptability of business education will be possible through professionalization	3.24	.83	Agree
2	Business education will have a high degree of autonomy for setting standard and self-regulation of their accredited members' conduct	3.24	.79	Agree
3	Business educators will be compelled to develop and maintain professional culture and refrain from unethical values	2.97	.85	Agree
4	Modernisation of business education programme will be possible	2.71	.92	Agree
5	Enhanced special salary structure with encouraging welfare packages may be achieved	2.96	1.08	Agree
6	Government will provide adequate funding, infrastructure and other modern facilities for the programme	2.25	.93	Disagree
7	Prestige and integrity of business educators will be promoted	3.32	.77	Agree
8	Standard requirement for employment of qualified business educators will be made	3.34	.99	Agree



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	possible			
9	Government will be mandated to include core business educators among curriculum developers and policy makers	1.90	1.05	Disagree
10	There will be opportunity for unified service conditions, nomenclature/status and adequate curriculum content in all higher institutions offering business education across the nation	3.10	.87	Agree
<b>Grand mean and standard deviation</b>		<b>2.90</b>	<b>0.91</b>	<b>Agree</b>

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Source: Field Survey, 2020

Table 3 shows the benefits that will accrue to business education if rebranded through professionalization. The table reveals that the respondents agreed with all the items with mean scores ranging between 2.71 and 3.34. However, the respondents disagreed with items 6 and 9 with mean scores of 1.90 and 2.25. The agreement of respondents on items 1, 2, 3, 4, 5, 7, 8 and 10 is evident in the mean scores of 2.71 and above which is above the fixed decision value of 2.50. This was also signified by the grand mean and standard deviation of 2.90 and 0.91 respectively. The implication is that if business education is rebranded through professionalization, there will be a high degree of autonomy for setting standard and self- regulation of their accredited members' conduct, it will be globally recognised and accepted, business educators will enjoy special salary structure with encouraging welfare packages and quality of teaching and learning of business education will be enhanced in Nigeria.

### **Discussion of Findings**

The analysis of the study reveals the reasons for peoples' perspectives about business education as: lack of exposure of learners to real world of work, being a course that is meant for those who are not academically sound, a course without global acceptance, a course whose skills can be acquired in mushroom educational centres, lack of regulatory body that licenses, disciplines and promotes professional growth of practitioners, having business educators without educational background employed into the profession due to porous entry into it and inconsistency in the nomenclature/status of business education in institutions offering it. This is so because of the grand mean of 2.69 which is above cut-off point of 2.50. This finding is in agreement with the argument of Ekaette (2019) that the vocation has been hijacked by all comers, making it almost a dumping



ground for every bird of passage holding on to teaching for just a while as they seek jobs of their choice, or persons who failed to succeed in other vocations and perhaps those who wish to combine teaching with other businesses. Buttressing, Agboola (2015) stresses that business education has its peculiar vitiating factors and malaise as it is often referred to as the “poor cousin” of the Nigerian educational system confined to the academic ghetto in terms of visibility. It is often regard as the preserve of the “flotsams and jetsams” of intellectual life. The author elucidates that students offering business education are often regarded as inferior by their contemporaries. Moreover, many opt for business education only after they have failed to gain entrance into other highly valued courses. In addition, Olupayimo (2016) opines that most students in the higher institution of learning perceived business education as their last resort. To cap it up, Oyewole et al. (2020) lament that inadequate optimization of resources, coupled with poor societal perception appeared to be the reason why graduates of business education are not equipped with the requisite attributes for gainful employment, poverty alleviation and national development.

Furthermore, it can be inferred from the findings of this study that the reasons for the discrepancies in remuneration and other welfare packages of business educators as against what others in highly valued disciplines enjoyed are: the rating of other profession higher than business education by the government, lack of access to cognate world of work experience as in other highly valued professions, not being a hazardous profession like others, unfavourable government’s policy, being a course without future like medicine, law, etcetera and lack of global acceptance of business education. This is in tandem with the view of some scholars that business education is being handled with levity in Nigeria and this results in loss of prestige and diminishing morale which has greatly affected the teaching and learning of business education. (Oyewole et al., 2020; Edokpolor et al., 2017 and Oladunjoye, 2016).

Moreover, findings of this study show the benefits that will accrue to business education if it is rebranded through professionalization. Based on the decision that an item with a mean value of 2.50 and above is accepted as benefit, it can be inferred that the benefits that will accrue to business education if it is rebranded through professionalization are: global recognition and acceptability, high degree of autonomy for setting standard and self-regulation of accredited members’ conduct, development and maintenance of professional culture by business educators and refrain from unethical values, modernization of programmes, enhanced special salary



structure plus encouraging welfare packages, promotion of business educators' prestige and integrity, possibility of having standard requirement for employment of qualified business educators and unified service conditions, status and adequate curriculum content in all higher institutions offering the course. This is in line with Ekaette (2019) that teacher professionalism is the driving force for educational improvement and national development, particularly now that the education system is riddled with so many challenges and conflicting pressures. Investing in teacher professionalization is one way that a nation's educational system can improve, and by so doing, ensure that students receive the high-quality teaching they need to succeed.

This is also in agreement with the opinion of other scholars like Olagunju, 2020; Ekaette, 2019; Nwosu, 2017; Salehnia et al., 2015; Fareo, 2015 and Adeyemi and Okewole, 2012 that professionalization will enhance quality in business education as the issue of quality personnel will be resolved and teachers will ensure that students receive the high-quality teaching they need to succeed. It will minimize quackery and impostors as standard and due process will be followed in employing qualified business educators. Moreover, professionalization will enhance maintenance of a reputation for integrity, accountability, confidentiality, competence and commitment by business educators. It will also affect the role of business educators and their pedagogy which in turn will affect the student's ability to learn effectively.

### **Conclusion**

There is no business that can succeed without the knowledge of business education though the discipline is not highly valued like medicine, law and engineering, amongst others. Rebranding business education through professionalization will enable business education to assume its pride of place in Nigeria since it is the bed rock for all other disciplines. This will eventually change the poor societal perception about business education, encourage business educators to constantly acquire and apply new skills in the classroom situation to make learning an interesting experience; equip graduates of business education with the attributes for gainful employment, poverty alleviation and national development for global relevance.

### **Recommendations**

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

1. Business education be professionalized as soon as practicable.
2. Business educators should endeavour to upgrade themselves



- from time to time for global relevance and acceptability.
3. Government should ensure the involvement of core business educators in curriculum review from time to time.
  4. Qualified and sufficient business educators be employed to handle business education programme and salary/other welfare packages of business educators be reviewed upward like their counterparts in other highly valued disciplines.
  5. Qualified students should be enrolled to study business education.
  6. Internship of not less than one year be introduced into business education programme as applicable in other highly valued professions. OR The student industrial work experience scheme (SIWES) and teaching practice may also be elongated to one year to take care of the internship programme.

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## INFLUENCE OF BUSINESS EDUCATORS' ICT SKILLS AND FUNCTIONAL ICT LABORATORY ON STUDENTS' ICT SKILLS ACQUISITION IN FEDERAL COLLEGE OF EDUCATION (TECH.), OMOKU, RIVERS STATE

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### Abstract

*This study investigated the influence of business educators' ICT skills and functional ICT laboratory on students' ICT skills acquisition in Federal College of Education (Tech.), Omoku-Rivers State. Three specific purposes, three research questions and one hypothesis guided the study. Descriptive survey research design was adopted for the study. The population consisted of 32 Business Education Lecturers and 110 NCE Business education students during 2019/2020 academic session. The sample size is made up of 32 lecturers and 45 NCE III Business education students. Purposive sampling technique was used to select the students based on the criteria that they are NCE III students. Data were collected using a structured questionnaire. The instrument was validated by two experts, one from educational measurement and evaluation and the other from Business education department of Federal College of Education (Tech.), Omoku degree programme unit. Cronbach alpha statistics was used to test for reliability. The computation gave reliability indexes of 0.74 and 0.78 for the two clusters and a mean reliability of 0.76 for the entire items. Data collected were analysed using mean and grand mean to answer research questions. Multiple regression was used to test hypothesis at 0.05 level of significant. Regression computation was done using Statistical Package for Social Science (SPSS). The results revealed that Business educators to a low extent possessed ICT skills. The results also showed that the ICT laboratory is moderately functional. The results also showed that the extent of ICT skills possessed by Business Educators and the extent to which ICT laboratory is functional influenced students' ICT skills acquisition. Based on the findings, it was recommended among others that Business Education administrators in Federal Colleges of Education should design ICT empowerment programme that can guarantee retraining of Business Educators after every two years on ICT skills for the modern business world.*

**Keywords:** *Business education, minimum standard, ICT utilization and skills acquisition*



## **Introduction**

In today's Nigeria, there is an increasing awareness of the need for graduates to be highly skilled in Information and Communication Technology (ICT) applications related to their future careers. This is because the 21<sup>st</sup> century world of work is driven by the integration and application of ICT in facilitating job performance; hence, all jobs requirements these days especially in the business world normally outline some ICT skills required from applicants. Consequently, to ensure that graduates from tertiary institutions across Nigeria meet the national and global labour market ICT skills demand, the various supervisory agencies, National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) have enshrined some ICT related courses and the requirements for offering them in the different educational programmes offered at this level.

Business Education as one of the educational programmes offered across tertiary institutions in Nigeria is not left out when it comes to the need to equip its graduates with ICT knowledge and skills. To ensure this at the Colleges of Education level, NCCE included ICT courses such as computer appreciation, computer application/ICT, spreadsheet, desktop publishing and computer word process into the minimum standard for Nigerian Certificate in Education (NCE) Business Education (NCCE, 2012). Abdulkarim and Onwuchekwa (2020) noted that for the purpose of implementing these enshrined courses, the minimum standard specified input resources such as recruitment of computer literate lecturers and provision of functional ICT laboratory equipped with modern computer systems, application software (such as: Microsoft suit, Peachtree, SAGE, SPSS), computer networks (such as: internet, local area network (LAN)), video conferencing device, digital photocopier and duplicator among others. Ozuruoke and Abdulkarim(2016) opined that these inputs are needed in Business education programme in order to produce graduates with the requisite ICT knowledge and skills needed to serve in today's ICT driven business world whether or not it is teaching job.

In pursuance of the minimum standard for offering Business education programme in Colleges of Education across Nigeria, financiers and administrators of the programme have employed many lecturers and also provided ICT laboratory which are examined during the accreditation



process by their supervisory body (Abdulkarim & Akpan, 2017). Underpinning the importance of input resources in the actualization of the goal of any education programme, the Federal Ministry of Education (2011) stated that the actualization of the goal of the educational sector depends on the quality of teaching and learning inputs and the qualitative utilization of such inputs which include ICT facilities for teaching and learning purposes. Many researchers have also given their position on the need to provide the input requirements for ICT knowledge and skills acquisition. Ajie-Uche, Efughi, and Ajaero (2018) opined that an important condition for ensuring proper utilization of technological tools to promote knowledge and skills acquisition is access to the required technological tools. Supporting this, Abah (2019) opined that in assessing the utilization of ICT to drive task performance in education, the issue of access to and skills for utilization remain preeminence.

Access to functional ICT tools and skills of the users in Business Education is definitely of significance since ICT skills acquisition focuses on how Business educators can assist their students to develop the abilities required in performing business tasks using ICT devices. Supporting this, Idoko (2014) noted that skill acquisition has to do with training of individual or group of individuals to develop the abilities required in carrying out tasks. Amesi (2018) opined that skill acquisition is a definite structure of training that encompasses the gaining of knowledge through practice in order to make the learner become autonomous, industrious and self-sufficient in the society. Thus, it can be concluded that student's ICT skill acquisition in Business Education would be dependent to a large extent on their access to ICT tools and the abilities of the teachers to orient them effectively during their training. It is for this reason that Ezeani (2012) noted that the Business Education teacher is very significant in skills acquisition because the teachers first acquires the various skills and then effectively orients these skills to the students. Ukor, Agwazie and Ayemhenre (2014) also opined that to a large extent the utilization of technologies in Business Education depends on the availability of functional technologies and teachers' capacity to use them. The teachers' capacity to use ICT becomes very necessary if the appropriate declarative knowledge for ICT skills development must be provided to the students as propagated by Fitts' theory of perceptual motor skill acquisition (1964). Onojetah (2014) also noted that factors such as the relevance of the technology and proper understanding of the technology functionality serve as driving force for their utilization. Abdulkarim and Onwuchekwa (2020) noted the need to address the issue of access to ICT tools and ICT literacy skills of personnel when considering the utilization of ICT tools for ICT knowledge and skills acquisition amongst Business Education student. Danagogo (2020) noted the need for continuous assessment of the functionality of technologies



provided in Business education laboratory given the fast rate at which technological hardware and software are evolving in the business world and rendering early inventions obsolete.

There are numerous ICT skills that educators need to develop based on their area of specialization. According to Michika and Manabete (2019), on a general note, teachers at every level of the education system are required to have basic skills of computer operations such as running a word, connection of a computer and its peripherals, moving files between drives, using application software such as: Microsoft office suit, filtering files, updating data in database, and other ICT tools for teaching and assessment. Omotayo and Umoru (2015) also identified ICT skills which business educators and students must possess to include: word processing skills, spreadsheets, database, electronic presentation, e-mail management, digital cameras, file management and windows explorer, video conferencing, installing computer software, scanner knowledge, computer related storage devices. Okoye (2017) opined that in this era of technological driven business world, business educators need to acquire basic ICT skills in order to help their students in ICT usage for skills development.

Several studies have assessed the ICT skills possessed or required of Business Educators in order to utilize ICT tools to facilitate teaching and learning. Udo (2017) found out that most Business Educators in Nigerian universities lack the required skills and competencies, especially in the area of Information Communication Technology skills and noted that these factors have negatively influenced the acquisition of ICT skills by students. Timya, Moris and Bewaran (2019) discovered that office technology and management teachers, an aspect of Business education teachers, highly required new technology skills in the use of search engines, hypertext markup language, browsers on the World Wide Web, interactive multimedia packages, web 2.0 tools, Wi-Fi, short messaging services, and multimedia messaging service. Abdulkarim and Onwuchekwa (2020) discovered that younger Business educators possessed more ICT skills and utilized more ICT tools in Federal Colleges of Education than their older colleagues. Nevertheless, access to adequate and functional ICT tools in ICT laboratory is also as important as the ICT skills possessed by Business educators. This is because where such are lacking, the engagement of Business Educators with ICT skills would not make any impact on the students ICT skills acquisition.



Earlier researches conducted on the issues relating to adequacy of functional ICT laboratory tools in Business education have shown mixed results. For instance, Owenvbiugie and Ojewale (2014) discovered that new technological equipment needed for teaching business education subjects are not adequately provided. Danagogo (2020) discovered that to a low extent functional electronic learning technologies for Business education were available in Federal Colleges of Education in south-south, Nigeria. While Onojetah (2014) discovered that new technologies needed for teaching and learning business education such as video conferencing devices, ipad, internet, intranet and business educators' blog are not available. The reviewed empirical works showed that there are many works on ICT skills required and possessed by Business Educators as well as on the availability and adequacy of ICT tools but to the best of the researchers' knowledge, none of the existing studies have considered investigating the influence of ICT skills possessed by Business Educators and functional ICT laboratory on Business Education students' ICT skills acquisition which in one of the cardinal reason why ICT input resources are provided in Colleges of Education. It is this gap in existing literature that the present study intends to fill.

### **Statement of the Problem**

The acquisition of ICT skills has become a relevant aspect of educational discourse in Nigeria regardless of programme. This is because of its immense important to self-reliance and job performance. However, the researchers observed ICT skills gap amongst graduates of Business education over the years from most Federal Colleges of Education in south-south, Nigeria. This gap can be viewed from the cases of highly concentrating on theoretical abstraction without an opportunity for practical skills acquisition. The spillover effect has been obsolete skills acquisition that can neither empower the graduates of the programme to be self-reliant or be at advantage of securing job in technological driven business world. Consequently, these lack of ICT skills graduates end up joining the ever increasing army of unemployed youth across Nigeria. To address, this situation, many researchers have advocated for the retraining of Business Education teachers in ICT skills and the equipping of Business Education programme with functional ICT laboratory (Akhare, 2014; Ajie-Uche, Efughi, & Ajaero, 2018). In response to this, training and retraining of Business Educators on ICT have taken place through Tertiary Education Trust Fund (TETFUND) sponsorship since 2012 and many ICT tools have been procured to make the ICT laboratory functional. Nevertheless, there is no empirical evidence to show that the efforts made have or can improve on ICT skills acquisition amongst Business education students in F.C.E. (T.), Omoku, hence, the need to fill this gap in order to encourage continuous



spending on ICT related issues in the institution and other sister institutions in Rivers State. It is against this background that present study investigates the influence of Business educators ICT skills and functional ICT laboratory on Business Education Students' ICT skills acquisition in Federal College of Education (Tech.), Omoku – Rivers State.

### **Research Questions**

The following research questions guided the study:

1. To what extent do Business educators possess ICT skills in Federal College of Education (Tech.), Omoku, Rivers State?
2. To what extent are the ICT laboratory tools for Business education programme functional in Federal College of Education (Tech.), Omoku, Rivers State?
3. To what extent are Business education students exposed to ICT skills acquisition in Federal College of Education (Tech.), Omoku, Rivers State.

### **Hypothesis**

The following null hypothesis was test at 0.05 level of significance:

1. The extent of ICT skills possessed by business educators and the extent of functional ICT laboratory tools for Business education programme has no significant influence on the extent to which Business education students are exposed to ICT skills acquisition in Federal College of Education (Tech.), Omoku.

### **Method**

This study adopted descriptive survey research design to collect opinions from the respondents. Ezekiel, Oguzor, Onyeukwu, Onwuchekwa and China (2017) indicated that descriptive survey research is the most appropriate when it comes to assessing opinion of respondents on the characteristics of certain phenomena in order to draw certain conclusions. The population consisted of 32 Business Education Lecturers and 110 NCE Business education students during the 2019/2020 academic session.

The sample of the study was made up of the 32 lecturers and 45 NCE III Business education students. Purposive sampling technique was used to select the students based on the criteria that they are NCE III students. Data were collected from the respondents through a structured questionnaire titled "Business Education Lecturers' ICT Skills, Functional ICT Laboratory and Business Education Students' ICT Skills Acquisition Questionnaire (BUELICTSFICTLBUSICTSKILLSQ)". The instrument contains 40 items, 25 items to research questions 1, 10 items to research question 2



and 5 items to research question 3. The instrument was divided into two sections. Section 1 contains items for research question 1 & 2 and to be responded to by Business Education Lecturers while section 2 contains items for research question 3 to be responded to by Business Education Students. The responses to the questionnaire items were structured based on four-points rating scale of very high extent/Excellent Functional (VHE/EF: 4 points); high extent/Moderately Functional (HE/MF: 3 points); low extent/Fairly Functional (LE/FF: 2 points); and very low extent/Not Functional (VLE/NF: 1 point).

The instrument was given to two experts for face validation, one from educational measurement and evaluation and the other from Business education department of Federal College of Education (Tech.), Omoku degree programme unit. The reliability of the instrument was determined using Cronbach alpha statistics to obtain reliability indexes of 0.74 and 0.78 for the two clusters and a mean reliability of 0.76 for the entire items.

The data collected were analysed using descriptive statistics of mean and grand mean to answer the research questions. Multiple regression was used to test the hypotheses at 0.05 level of significant. The computations were done with the help of Statistical Package for Social Science (SPSS) version 21.0. For decision making, the following were used as guide:

- (a) Cluster mean of 3.5 above was regarded as Very High Extent (VHE)/Excellent Functional (EF), 2.5 to 3.45 was regarded as High Extent (HE)/Moderately Functional (MF), and 1.5 to 2.49 was regarded as Low Extent (LE)/Fairly Functional (FF) and below 1.5 was regarded as Very Low Extent (VLE)/Not Functional (NF).
- (b) In testing the null hypotheses, the decision rule of computation with SPSS was used to draw conclusion regarding the results obtained.



## Results

**Research Question 1:** To what extent do Business educators possess ICT skills in Federal College of Education (Tech.), Omoku, Rivers State?

**Table 2: Summary of Mean Value on ICT Skills Possessed By Business Educators in Federal College of Education (Tech.), Omoku. n = 32**

S/N	Availability Items	$\bar{x}$	Decision
	<b>Internet navigation skills</b>		
1	Ability to create and manage websites	1.16	VLE
2	Ability to browse and navigate the internet	3.52	VHE
3	Ability to use different search engines	2.58	HE
4	Ability to create and manage blogs/online journals	1.25	VLE
5.	Ability to deliver learning materials online using web 2.0	1.54	LE
	Cluster mean	2.01	LE
	<b>Video conferencing skills</b>		
6	Ability to on video conferencing device	3.59	VHE
7	Ability to set video conferencing device for meetings	1.44	VLE
8	Ability to communicate using video conferencing device	1.21	VLE
9	Ability to share document through video conferencing device	1.29	VLE
10	Ability to	1.10	VLE
	Grand mean	1.73	LE
	<b>Microsoft suit skills</b>		
11	Ability to use Microsoft word for word processing	3.30	HE
12	Ability to use Microsoft excel for spreadsheet application	3.24	HE
13	Ability to use Microsoft PowerPoint for presentation	3.32	HE
14	Ability to use Microsoft Access to create records	2.26	LE
15	Ability to use Microsoft publisher to create documents	2.13	LE
	Grand mean	2.85	HE
	<b>Multimedia skills</b>		
16	Ability to design multimedia instruction	3.51	VHE
17	Ability to use multimedia video conferencing	2.21	LE



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18	Ability to design instructional videos	2.22	LE
19	Ability to setup multimedia devices for presentation	3.56	VHE
20	Ability to design and present multimedia power points presentations	3.68	VHE
	Grand mean	3.04	HE
	<b>Photocopying skills</b>		
21	Ability to on photocopying machine	3.25	HE
22	Ability to scan original copies before copying	2.55	HE
23	Ability to set paper size	2.65	HE
24	Ability to set image printing	1.75	LE
25	Ability to set number of copies to be reproduced	3.52	VHE
	Grand mean	2.74	HE
	Average of grand mean scores	2.47	LE

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**Source: Field Survey, 2020**

Table 2 shows that the respondents are of the opinion that they possess internet navigation skills and video conferencing skills to a low extent with mean scores of 2.01 and 1.73 respectively. The respondents are also of the opinion that they possess Microsoft suit skills, multimedia skills and photocopying skills to a high extent with mean scores of 2.85, 3.04 and 2.74 respectively. However, when the average of grand mean scores for all the skills is considered, it can be concluded that Business educators in Federal College of Education (Tech.), Omoku are of the opinion that to a low extent they possess ICT skills assessed in this study.

**Research Question 2:** To what extent are ICT laboratory tools for Business education programme functional in Federal College of Education (Tech.), Omoku, Rivers State?



**Table 3: Summary of Mean Value on Functionality of ICT Laboratory Tools for Business Education Programme in Federal College of Education (Tech.), Omoku. n = 32**

S/N	Availability Items	$\bar{x}$	Decision
1	Internet	1.74	FF
2	Computer systems	3.90	EF
3	Microsoft office suit 2010 above	3.69	EF
4	Multimedia devices	3.76	EF
5.	Video conferencing	1.45	NF
6	Videos	1,34	NF
7	Scanners	2.67	MF
8	DVD/CD recorder	1.29	NF
9	Digital photocopier	3.45	MF
10	Digital duplicator	3.36	MF
	Grand mean	2.67	MF

**Source: Field Survey, 2020**

Table 3 shows that respondents are of the opinion that ICT laboratory tools such as computer systems, Microsoft office suit 2010 above and multimedia devices are excellently functional with mean scores of 3.90, 3.69 and 3.76 respectively. The respondents are also of the opinion that ICT laboratory tools such as scanners, digital photocopier and digital duplicator are moderately functional with mean scores of 2.67, 3.45 and 3.36 respectively. The respondents also are of the opinion that ICT laboratory tools such as internet is fairly functional with mean score of 1.74 while ICT laboratory tools such as video conferencing, videos and DVD/CD recorder are not functional with mean scores of 1,45, 1.34 and 1.29 respectively. However, when the grand mean score of 2.67 is considered, it can be concluded the ICT laboratory tools for Business Education programme are moderately functional in Federal College of Education (Tech.), Omoku.

**Research Question 3:** To what extent are Business education students exposed to ICT skills acquisition in Federal College of Education (Tech.), Omoku, Rivers State?



**Table 4: Summary of Mean Value on the Extent Business Education Students are Exposed to ICT Skills Acquisition in Federal College of Education (Tech.), Omoku. n = 45**

S/N	Availability Items	X	Decision
1	Internet navigation skills	1.66	LE
2	Video conferencing skills	1.02	VLE
3	Microsoft suit skills	3.69	VHE
4	Multimedia skills	2,45	LE
5.	Photocopying skills	1,37	VLE
	Grand mean	2.04	LE

**Source: Field Survey, 2020**

Table 4 shows that respondents are of the opinion that they are to a very high extent exposed to ICT skills acquisition related to Microsoft suit skills with mean score of 3.69. The respondents are also of the opinion that they are to a low extent exposed to ICT skills acquisition related to internet navigation skills and multimedia skills with mean scores of 1.66 and 2.45 respectively. The respondents are also of the opinion that they are to a very low extent are exposed to ICT skills acquisition related to video conferencing skills and photocopying skills with mean scores of 1.02 and 1,37 respectively. However, when the grand mean is considered, it can be concluded that Business Education NCE students are of the opinion that they are to a low extent exposed to ICT skills acquisition in Federal College of Education (Tech.), Omoku.



### Test of Hypothesis

**Table 5: Summary of Multiple Regression Model on the Influence of Business Educators ICT skills and Functional ICT Laboratory on Business Education Students ICT Skills Acquisition in Federal College of Education (Tech), Omoku**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F	df1	df2	
1	.67 <sup>a</sup>	.35	.32	1.31	.34	55.16	2	75	.000

a. Predictors: (Constant), Business Educators ICT Skills, Functional ICT Skills Laboratory

Table 5 above shows multiple regression (R) of 0.67, regression square of (R<sup>2</sup>) of 0.35, adjusted R<sup>2</sup> of 0.32, the standard error estimate is 1.31. The change statistics show R<sup>2</sup> 0.34 which means that the predictors actually contributed moderately to the dependent variable. This is because they contribute only 34% of the variance in the ICT skills acquisition of Business Education students. Therefore, since the p value of 0.0001 is less than the assumed p value of 0.05, using SPSS, the null hypothesis was rejected and alternative hypothesis accepted. This means that Business Educators ICT skills and functional ICT laboratory for Business Education programme in Federal College of Education (Tech.), Omoku significantly influence Business Education Students ICT skills acquisition. However, it must be noted that the influence was below average at 34%.

### Discussion of Findings

The findings of the study show that Business educators are of the opinion that to a low extent they possess ICT skills. This is because they are of the opinion that they to a low extent possess internet navigation skills and video conferencing skills but to a high extent possess Microsoft suit skills, multimedia skills and photocopying skills. These findings are supported by the findings of Udo (2017) who found out that most Business Educators in Nigerian universities lack the required skills and competencies related to Information Communication Technology. However, the findings are contrary to the discovery of Abdulkarim and Onwuchekwa (2020) when they discovered that younger Business educators possessed more ICT skills in Federal Colleges of Education. Nevertheless, the concentration areas of the earlier studies differ significantly from that of the present study.

The findings of the study also showed that Business educators are of the opinion that ICT laboratory tools are moderately functional. The findings emanated from the fact that the respondents are of the opinion that only computer systems, Microsoft suits and multimedia devices are



excellently functional amongst all the ICT laboratory tools needed for Business Education in Federal College of Education (Tech.), Omoku. These findings are supported by the findings of Owenvbiugie and Ojewale (2014) when they discovered that new technological equipment needed for teaching business education subjects are not adequately provided. The findings are also supported by the discovery of Danagogo (2020) who discovered that to a low extent functional electronic learning technologies for Business education were available in Federal Colleges of Education in south-south, Nigeria.

The findings also show that the extent to which Business Educators possess ICT skills and the extent of functional ICT tools for Business Education has significant influence on extent of Business Education students skills acquisition. This is based on the fact that the students are of the opinion that to a low extent they are exposed to ICT skills acquisition.

### **Conclusions**

Based on the findings of this study, it can be concluded that the low extent of ICT skills possessed by Business educators and the moderate functional ICT laboratory tools contributed to the low extent of exposure of Business Education students to ICT skills acquisition. This is the manifestation of the reality that teachers cannot guide the students to acquire skills they do not possess and the functionality of the ICT laboratory to a large extent remains significant in any skills oriented programme. Consequently, efforts need to be intensified to provide functional ICT laboratory and ensure that Business Educators in Federal Colleges of Education are highly skilled in ICT used in business world if they are to assist their students in adequate ICT skills acquisition before graduation.

### **Recommendations**

Based on the findings and conclusions drawn, the following recommendations are put forward for implementation:

- i. Business Education administrators in Federal Colleges of Education should design ICT empowerment programme that can guarantee retraining of Business Educators after every two years on ICT skills for the modern business world.
- ii. Business Educators should canvass for the provision of functional and appropriate modern ICT tools for Business education programme in Federal Colleges of Education through private public partnership sponsorship as well as through TETFUND projects.



- iii. Business educators should embark on self-development programmes in order to equip themselves with ICT skills needed for guiding their students' ICT skills acquisition.
- iv. Business Education students should be exposed to more practical tasks that require the use of functional available ICT tools in order to improve their ICT skills before graduation.

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## **BUSINESS STUDIES TEACHERS' COMPETENCIES IN UTILIZING INSTRUCTIONAL MATERIALS FOR TEACHING OFFICE SKILLS IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA**

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### **Abstract**

*The study assessed the competencies of Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State. A descriptive survey research design was adopted for the study. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The population for the study comprised 589 Business studies teachers in 447 secondary schools in Delta State. The stratified random sampling technique was used to sample one hundred and eighteen Business studies teachers which represent 20% of the population. Structured questionnaire was employed for data collection titled: "Business Studies Teachers' Competencies in Utilizing Instructional Materials for Teaching Office Skills (BSTCUIMTOS)". The data collected were analyzed using the mean and standard deviation to answer the research questions while z-test statistics was used for testing hypotheses at 0.05 level of significance. The findings of the study revealed that Business studies teachers were not very competent in the use of instructional materials for teaching office skills in secondary schools in Delta State. They were not effectively utilizing the instructional materials available to them. It was recommended that the government and other stakeholders in secondary school in Delta State should intervene by making provision for training and re-training of Business studies teachers for improvement in their teaching competencies in the use of instructional materials for teaching office skills.*

**Keywords:** Competencies, Utilization, Instructional materials, Teaching, Office skills

### **Introduction**

Competence is the ability to display, perform, or carryout certain act assigned to someone effectively. It is the performance expression of what one is capable of doing. Comfort and Bonaventure (2012), referred to competence as the ability required by individuals to function effectively in a business environment. Ennies in Arikwandu, Okoro and Ozoemenam



(2016), saw competencies as the personal characteristic and capability to perform certain task or carry out specific functions. Ovbiagele, Mgbonyebi and Olaniye (2019) defined competence as being well qualified and having adequate ability to perform a specific role. Competence is the ability required to operate various equipment and use office machines adequately (Ikelegbe, 2016). This means that the actual competencies required of Business studies teachers to teach office skills is centered on their ability to utilize instructional materials available at their disposal.

The business studies teacher is charged with the responsibility of ensuring that every skill required to prepare the Business studies students for the world of work is properly impacted. Unfortunately, the Business studies teachers' were not teaching the students these skills effectively due to the fact that most of the teachers have little or no knowledge of such skills. Eferakeya and Onyene (2012) lamented that after decades of implementing the National Policy on Education, Nigeria's education still suffers and lack the right quantity and quality of professional teachers to teach skilled subjects. Ihebereme (2010) stated that majority of teachers in the secondary schools were not competent enough to teach skilled subjects. The author further stated that teachers cannot give what they do not have. Ogonu (2019) considers lack of competence as a great challenge to the Business studies teachers in the use of new technologies such as ICT facilities in teaching. According to Kaizer and Akpotohwo (2012), one of the challenges of teaching and implementing the OTM scheme is having qualified and competent Business studies teachers. Igboke (2001) posited that the success of any educational programme or course of study depends on the teacher's experience and the application of his skills and knowledge to the lesson.

Awotua-Efebo (2007) ascertained that the effectiveness of teaching depends on how well a teacher prepares his or her lessons, how well the lessons are implemented and how well the teaching and learning process is evaluated. According to Urevbu (2006), utilizing resources and materials to achieve educational purpose is the teacher's duty and responsibility based on the teacher's understanding of the subject matter. The way a teacher handles the use of instructional materials in the classroom is very important. Teachers today need to plan and design learning strategies that will facilitate expected results and utilize the instructional materials available to them to inspire and encourage the learners. This could be achieved through transforming the teaching/learning process into active, dynamic, innovative and enriched experience. According to William (2007), teachers have the potentials for enhancing the quality of teaching by



inspiring students into learning through various methods. In other words, the teacher organizes teaching and the environment through a series of activities. Teachers are in the middle of the implementation of any education curriculum and to ensure this, they require adequate skills (Akarahu, 2011). They need to be well equipped with the right knowledge, understanding, skills and ability to provide the students with the new pedagogies and learning experiences they require. Therefore, there is the need for the training and re-training of Business studies teachers in the use of instructional materials for teaching office skills.

Utilization refers to making use of something for a particular purpose. Generally, utilization is how well a particular thing is made use of, for a specific purpose. It involves creation of values to something (Asogwa, Onu and Egbo, 2013). To Elogbo and Akek (2019), utilization is making use of tangible and intangible resources meaningfully. Utilization in this context refers to how well the Business studies teachers make use of instructional materials in teaching office skills in secondary schools in Delta State. Jiriko, Olurunaiye, Nwafulugo and Omengala (2015) noted that it is not enough for instructional material to be available in schools rather, they must be put to good use in order to facilitate and enhance learning. Usman in Aliyu (2014) asserted that instructional materials on its own do not have any attribute of value except when properly utilized. The author added that the usefulness of instructional materials to learning depends on what the teacher, who is the key implementer of educational curriculum make out of them. Iyunade (2014) posited that unless the teacher uses the instructional materials to teach, demonstrate and direct the learners' attention to what they should look for and learn, the materials are as good as not being available. He further stated that learning is more interesting when instructional materials are utilized in the delivery of instructions. Similarly, Asogwa, Onu and Egbo (2013) added that utilizing instructional materials in teaching facilitates the achievement of stated objectives.

Ikegwani (2015) made it clear that in some schools instructional materials are available but left to deteriorate due to lack of utilization. This is probably as a result of the incompetency of most of teachers in secondary schools. Chiazor (2013) in her study found that the instructional materials for teaching business studies were inadequate and underutilized in junior secondary schools in Delta North Senatorial District. Umah and Nwokike (2015) averred that in most cases instructional materials were available but not properly utilized by teachers due to the lack of the required knowledge and skills to utilize them. In addition, Bello, Oludele and Ademiluyi (2016) noted that technology in teaching and learning has



placed extra demands on teachers. As a result, teachers need to upgrade and update themselves through training and development. In the secondary school, Business studies teachers need to be competent in utilizing instructional materials to teach office skills effectively and efficiently to achieve its objectives.

### **Statement of the Problem**

Business studies graduates were expected to acquire the knowledge and skills to operate various office machines that will enable them to be employed and function effectively and efficiently in the office environment. This has not been so because Business studies teachers themselves have not improved on the needed competencies for teaching office skills. This has resulted in producing half-backed business studies graduates who cannot properly handle office machines. It is on this note that this paper sought to find out the competencies of Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State.

### **Research Questions**

The following research questions guided the study:

1. How competent are Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State?
2. To what extent are Business studies teachers utilizing instructional materials for teaching office skills in secondary schools in Delta State?

### **Hypotheses**

1. There is no significant difference in the mean responses of male and female Business studies teachers on their competencies in the use of instructional materials for teaching 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 areas on the extent to which the instructional materials are being utilized for teaching office skills in secondary schools in Delta State.



## Method

The study adopted the descriptive survey research design. The population for the study is made up of 589 Business studies teachers in 447 secondary schools in Delta State. The stratified random sampling technique was used to select 119 business studies teachers (representing 20% of the population). A Structured Questionnaire was used for data collection titled: "Business Studies Teachers Competencies in Utilizing Instructional Materials for Teaching Office Skills (BSTCUIMTOS)" structured on a four point scale as follows: Highly Competent (HC) 4 points, Competent (C) 3 points, Poorly Competent (PC) 2 points and Incompetent (IC) 1 point for research question one, and Highly Utilized (HU) 4 points, Utilized (U) 3 points, Underutilized (UU) 2 points and Not Utilized (NU) 1 point for research question two. The instrument was validated by three experts in business education department from the Ebonyi State University. The Cronbach Alpha method was used for the reliability test and the instrument yielded reliability co-efficient of 0.90. Out of the 118 copies of questionnaires administered, 111 copies were completely filled and returned representing 93.4% rate of return. The data collected were analyzed using mean ratings and standard deviation for the research questions, and z-test statistics for the hypothesis testing at 0.05 level of significance.

The decision for rating the mean of responses to the research questions were set at 2.50 and above as competent and utilized, and any mean rating below 2.50 was regarded as incompetent and not utilized. The null hypotheses of no significant difference will be accepted on items whose p-values were greater than 0.05 level of significance while the hypothesis of no significant difference will be rejected on items whose p-values were less than 0.05 level of significance.

**Table 1: Population and Sample Distribution of Schools and Business Studies Teachers in Secondary Schools in Delta State According to Zones**

S/N	Zone	No. of Schools	No. of Teachers	Sample 20% (No. of Teachers)
1.	Asaba	62	142	28
2.	Bomadi	38	15	3
3.	Oghara	48	43	8
4.	Agbor	39	88	18
5.	Oleh	36	37	7



6.	Kwale	59	30	6
7.	Orerokpe	46	58	12
8.	Sapele	15	42	9
9.	Ughelli	69	73	15
10.	Koko	11	7	1
11.	Warri	24	54	11
	Total	447	589	118

Source: Post Primary Education Board (PPEB) Asaba, Delta State (2019).

**Result**

**Research Question one**

How competent are Business studies teachers in the use of instructional materials for teaching office skills in secondary schools in Delta State.

**Table 2: Mean of Responses on the Competencies of Business Studies Teachers in the Use of Instructional Materials for the Teaching of Office Skills in Secondary Schools in Delta State**

Business studies teachers'				
SN	Level of competence	$\bar{X}$	SD	Rmks
1.	Computer operation for classroom instructions.	2.41	0.76	PC
2.	Accounting machines for calculations.	2.46	0.88	PC
3.	Recording machines for meeting procedures.	2.34	0.64	PC
4.	Perforating machines for paper perforation.	3.47	0.72	C
5.	Fax machines to transmit documents.	2.30	0.87	PC
6.	Spiral binding machines to bind papers.	2.28	0.80	PC
7.	Laminating machines to laminate documents.	2.38	0.89	PC
8.	Shredding machines to discard unwanted papers.	3.55	0.58	C
9.	Addressing machines to address letters and envelopes.	2.42	0.87	PC
	Guillotine machines to trim unequal edges of papers.	2.44	0.72	PC
10.	Overhead projectors to display skills for students.	2.41	0.76	PC
11.	Printing machines to print documents.	2.34	0.64	PC
12.	Stamping machines to affix date and time on papers and	2.30	0.87	PC
13.	envelopes.	2.38	0.89	PC
14.	Scanning machines to scan and send images to other	2.42	0.87	PC
15.	machines.			
	Photocopying machines to produce replica of documents.			
<b>Grand Mean</b>		<b>2.53</b>		<b>PC</b>

Note: n = 111, X = Mean, SD = Standard Deviation, PC = Poorly Competent, C = Competent.



Table 2 reveals that the mean ratings of the responses on 13 out of the 15 items listed, ranged between 2.28 to 2.46 which were all less than the cut-off mark of 2.50 on a 4-point rating scale. This indicated that Business studies teachers were poorly competent in the use of 13 instructional materials for teaching office skills in secondary schools in Delta State. The mean values on the remaining two items, specifically item four and eight were 3.47 and 3.55 which were greater than the cut-off point value of 2.50 on a 4-point rating scale, indicating that business studies teachers were competent in the use of the two items for teaching office skills in secondary schools in Delta State.

### **Research Question two**

To what extent are the instructional materials for teaching office skills in secondary schools in Delta State utilized by Business studies teachers?



Table 3: Mean of Responses on the Extent of Utilization of Instructional Materials for Teaching Office Skills by Business Studies Teachers in Secondary Schools in Delta State

SN	Extent of utilization of Instructional materials	$\bar{X}$	SD	Rmks
1.	Use of computer in the classroom for normal operations.	2.24	0.60	NU
2.	Use of accounting machine in the classroom for calculating business transactions.	2.28	0.54	NU
3.	Use of recording machine in the classroom to record proceedings of meeting.	2.04	0.75	NU
4.	Use of punch-card machine in the classroom to perforate papers.	3.21	0.43	U
5.	Use of fax machine in the classroom to transmit documents.	1.75	0.68	NU
6.	Use of spiral binding machine in the classroom to bind papers.	2.20	0.81	NU
7.	Use of laminating machine in the classroom to laminate documents.	2.28	0.80	NU
8.	Use of shredding machine in the classroom to discard unwanted papers and documents.	3.07	0.87	U
9.	Use of addressing machine in the classroom to address letters and envelopes.	2.11	0.79	NU
10.	Use of guillotine machine in the classroom to trim unequal edges of paper.	2.21	0.72	NU
11.	Use of overhead projector in the classroom to project and display various skills.	2.24	0.60	NU
12.	Use of the printing machine in the classroom to print documents.	2.04	0.75	NU
13.	Use of the printing machine in the classroom to print documents.	2.20	0.81	NU
14.	Use of stamping machine in the classroom to affix date and time on mails.	2.11	0.68	NU
15.	Use of scanning machine in the classroom to scan and send graphic images to other machines.	2.28	0.54	NU
	Use of photocopying machine in the classroom to make a replica of document.			
<b>Grand Mean</b>		<b>2.28</b>		<b>NU</b>

Note: n = 111, X = Mean; SD = Standard Deviation; U = Utilized; NU = Not Utilized.

Table 3 reveals that the mean ratings of the responses on 13 out of the 15 items listed ranged between 1.75 to 2.28 which were all less than the cut-off point value of 2.50 on 4-point rating scale. This indicated that Business studies teachers were not utilizing the 13 identified items of instructional materials for teaching office skills in secondary schools in Delta State. The mean values on the remaining two items, were 3.21 and 3.07 and were greater than the cut-off point value of 2.50 on 4-point rating scale indicating that Business studies teachers were utilizing the remaining



two items of instructional materials for teaching office skills in secondary schools in Delta State.

**Hypothesis one**

There is no significant difference in the mean response of male and female Business studies teachers on their competencies in the use of instructional materials.

**Table 4: z-test Statistics on the Mean Ratings of the Responses of Male and Female Business Studies Teachers on Their Level of Competency in the Use of Instructional Materials for Teaching Office Skills**

SN	Item Statements	Male		Female		Sig. p-value	Rmk
		X	SD	X	SD		
1.	Computer operation in the classroom.	2.60	0.77	2.22	0.77	0.01	<b>S*</b>
2.	Accounting machines for calculations.	2.52	0.86	2.39	0.91	0.04	<b>S*</b>
3.	Recording machines for meeting	2.62	0.63	2.06	0.65	0.00	<b>S*</b>
4.	procedures.	3.47	0.75	3.47	0.69	0.98	<b>NS</b>
5.	Perforating machines to perforate	2.29	0.85	2.32	0.59	0.84	<b>NS</b>
6.	papers.	2.27	0.83	2.28	0.77	0.93	<b>NS</b>
7.	Fax machines to transmit documents.	2.39	0.89	2.36	0.87	0.85	<b>NS</b>
8.	Spiral binding machines to bind papers.	3.52	0.59	3.58	0.57	0.59	<b>NS</b>
9.	Laminating machines to laminate	2.56	0.90	2.28	0.75	0.03	<b>S*</b>
	documents.	2.45	0.73	2.42	0.62	0.76	<b>NS</b>
10.	Shredding machines to discard unwanted	3.45	0.74	3.45	0.65	0.97	<b>NS</b>
11.	papers.	2.26	0.81	2.28	0.76	0.92	<b>NS</b>
12.	Addressing machines to address letters	3.15	0.58	3.57	0.57	0.59	<b>NS</b>
13.	and envelopes.						
14.	Guillotine machines to trim unequal	2.45	0.73	2.42	0.62	0.76	<b>NS</b>
	edges of papers.						
15.	Overhead projector to display skills.	2.39	0.89	2.36	0.87	0.85	<b>NS</b>
	Printing machines to print documents.						
	Stamping machines to affix date and						
	time on paper.						
	Scanning machines to scan and send						
	images to other machines.						
	Photocopying machines to produce						
	replica of documents.						

**Note:** Level of Sig. = 0.05; **NS** = Not Significant; **S\*** = Significant, Male (n=59), Female (n=52)

Table 4 reveals that the p-values of items four, five, six, seven, eight, 10, 11, 12, 13, 14 and 15 ranged from 0.59 to 0.98, which were all greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of male and female Business studies teachers on the 11 items of competency of use of the instructional materials required for teaching office skills in secondary



schools in Delta State. Consequently, the null hypothesis was accepted on the 11 items in the table.

On the other hand, the p-values of the remaining four items in the table, specifically items one, two, three and nine were 0.01, 0.04, 0.00 and 0.03 which are in each case less than 0.05 level of significance. This implied that there were significant differences in the mean rating of the responses of male and female Business studies teachers on the four items in the table. Hence, the null hypothesis was rejected on the four items in the table.

### Hypothesis two

There is no significant difference in the mean response of Business studies teachers in urban and rural areas on the extent to which instructional materials are utilized for teaching office skills in secondary schools in Delta State.

**Table 5: z-test Statistics on the Mean Ratings of the Responses of Business Studies Teachers in Urban and Rural Areas on the Extent to Which the Instructional Materials are Utilized for Teaching Office Skills in Secondary Schools in Delta State**

SN	Item Statements	Urban $\bar{X}$	SD	Rural $\bar{X}$	SD	Sig. p-value	Rmk
1.	Use of computers.	2.46	0.71	2.01	0.72	0.01	<b>S*</b>
2.	Use of accounting machines.	2.39	0.62	2.15	0.76	0.00	<b>S*</b>
3.	Use of recording machines.	2.06	0.56	2.00	0.85	0.67	<b>NS</b>
4.	Use of punch-card machines.	3.38	0.72	3.05	0.53	0.04	<b>S*</b>
5.	Use of fax machines.	1.70	0.67	1.80	0.78	0.44	<b>NS</b>
6.	Use of spiral binding	2.16	0.80	2.23	0.83	0.68	<b>NS</b>
7.	machines.	2.37	0.76	2.17	0.85	0.03	<b>S*</b>
8.	Use of laminating machines.	3.00	0.77	3.17	0.68	0.25	<b>NS</b>
9.	Use of shredding machines.	2.27	0.81	1.94	0.75	0.02	<b>S*</b>
10.	Use of addressing machines.	2.15	0.57	2.29	0.80	0.34	<b>NS</b>
11.	Use of guillotine machines.	2.06	0.55	2.01	0.85	0.66	<b>NS</b>
12.	Use of overhead projectors.	2.16	0.80	2.22	0.82	0.68	<b>NS</b>
13.	Use of printing machines.	2.14	0.56	2.28	0.81	0.33	<b>NS</b>
14.	Use of stamping machines.	1.70	0.66	1.80	0.77	0.43	<b>NS</b>
15.	Use of scanning machines.	3.01	0.76	3.17	0.68	0.25	<b>NS</b>
	Use of photocopying machines.						

**Note:** Level of Sig. = 0.05; **NS** = Not Significant; **S\*** = Significant, Urban (n=63), Rural (n=48)



Table 5 reveals that the p-values of items three, five, six, eight, 10, 11, 12, 13, 14 and 15 ranged from 0.25 to 0.68, respectively which were all greater than 0.05 level of significance. This indicated that there was no significant difference in the mean ratings of the responses of Business studies teachers in urban and rural areas on the extent of utilization of the 10 instructional materials for teaching office skills in secondary schools in Delta State. Thus, the null hypothesis was accepted on the 10 items in the table.

On the other hand, the p-values of the remaining five items in the table, specifically items one, two, four, seven and nine were 0.01, 0.00, 0.04, 0.03 and 0.02 respectively which were all less than 0.05 level of significance. This indicated that there is significant difference in the mean ratings of the responses of business studies teachers in urban and rural areas on the extent of utilization of the remaining five instructional materials for teaching office skills in secondary schools in Delta State. Therefore, the null hypothesis of no significant difference was rejected on the five items in the table.

### **Discussion of Findings**

The findings of the study on research question one indicated that business studies teachers were not competent enough in the use of 13 out of the 15 identified instructional materials for teaching office skills in secondary schools in Delta State. The findings of the study supported that of Jiriko, Olurunaiye, Nwafulugo and Omengala (2015) which reported that it is not enough for instructional material to be available in schools rather, must be put to good use by competent teachers in other to facilitate and enhance learning. Similarly, Iyunade (2014) found that unless the teacher uses the instructional materials to teach, demonstrate and direct the learners' attention to what they should look for and learn, the materials are as good as not being available. The findings of the study corroborated that of Ihebereme (2010) who in his investigation found that majority of teachers in the secondary schools were not competent enough to teach skill subjects. Thus, the need for teachers to equip themselves with the necessary skills required to perform their duties professionally is very crucial.

Results on hypothesis one shows that there is no significant difference in the responses of male and female business studies teachers on their level of competencies on the use of instructional materials required for teaching office skills. The teachers were able to teach the students how to operate only four out of the 15 identified instructional materials. This



shows that business studies teachers in secondary schools in Delta State do not possess the required competency for teaching office skills. The findings of the study on the hypotheses tested conformed with the result of Ogonu (2019) who investigated challenges in the use of new technologies in teaching and learning business courses in tertiary institutions in Rivers State, Nigeria. The study found that there was no significant difference in the mean scores of the responses on the competent of personnel in the effective use of technologies for instructional delivery in tertiary institutions in Rivers State.

The study in respect of research question two found that business studies teachers were not utilizing 13 out of the 15 identified items of instructional materials for teaching office skills in secondary schools in Delta State. The 13 instructional materials not utilized include: the use of computer, accounting machine, recording machine, fax machine, spiral binding machine, laminating machine, addressing machine, guillotine machine, overhead projector, printing machine, stamping machine, scanning machine and photocopying machine. In line with the study, Ikegwani (2015) made it clear that in some schools instructional materials were available but left to waste away due to lack of utilization. This was as a result of the host of incompetent teachers in the use of instructional materials in secondary schools. Similarly, The findings of this study agreed with that of Umah and Nwokike (2015) who stated that in most cases instructional materials were available but not well utilized by teachers due to lack of relevant knowledge and skills. The challenges in the curriculum content, the computer age children, the societal value and dispositions in office duties, demands that the teacher be equipped with the new techniques of teaching office skills.

The result on hypothesis two indicated that there is no significant difference in the responses of Business studies teachers in urban and rural areas on the extent of utilization of the identified instructional materials for teaching office skills in secondary schools in Delta State. The findings agreed with the study of Chiazor (2013) who carried out a study on availability and utilization of instructional materials for teaching business studies in junior secondary schools in Delta North senatorial district. The study found that there was no significant difference between urban and rural Business teachers on the utilization of instructional materials for teaching business studies.



## **Conclusions**

The study assessed business studies teachers' competencies in the use of instructional materials for teaching office skills in secondary schools in delta state. From the findings, the study concluded that business studies teachers were not competent enough in the use of the available instructional materials for teaching office skills in secondary schools in Delta State. The study also revealed that Business studies teachers were not effectively utilizing the available instructional materials for teaching office skills in secondary schools in Delta State.

## **Recommendations**

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

1. The government, proprietors, administrators and stakeholders in secondary school education in Delta state should intervene by making provisions for training and retraining of business studies teachers to improve their teaching competencies.
2. Business studies teachers should be encouraged to make adequate use of instructional materials for teaching office skills during lesson delivery.

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## **STRATEGIES FOR IMPROVING THE FUNCTIONALITY OF BUSINESS STUDIES AT THE BASIC EDUCATION LEVEL IN ANAMBRA STATE, NIGERIA.**

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### **Abstract**

*The study focused on strategies for improving the functionality of business studies at the basic education level in Anambra State, Nigeria. One research question guided the study and one null hypothesis was tested. A descriptive survey research design was adopted. The population of the study was 467 (257 Principals and 210 Business Studies Teachers) in 257 public junior secondary schools in Anambra State, Nigeria. No sample was carried out since the population was manageable for the researchers. A 12-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using test re-test method and was calculated through Pearson Product Moment Correlation Coefficient which yielded a co-efficient value of 0.87. Data related to the research question was analyzed using mean and standard deviation while t-test was used to test the null hypothesis at a 0.05 level of significance. Findings of the study revealed that respondent agreed that the strategies mentioned could be for improving the functionality of Business Studies at the basic education level. The findings also revealed that there no significant difference exist between the Principals and Business Studies Teachers regarding the strategies for improving the functionality of Business Studies at the basic education level. It was concluded that, Business Studies encourage students to develop a positive attitude to enterprise and eventually develop appropriate skills required in the world of work for effective functioning. It was recommended, among others, that Business Studies Teachers who are capable of teaching the core subject such as Commerce, Book-Keeping, Office Practice, Shorthand and Typewriting.*

***Keywords:*** *Business studies, basic education level, improving, strategies.*



The 6-3-3-4 system of education was introduced in Nigeria in 1981, as stated in the National Policy on education (FGN, 2013). This is to overcome the observed inadequacies of the old system of education. In the 6-3-3-4 system, the emphasis is on education for self-reliance, self-employment and technological development of the nation (FRN, 2013). As a result, this gave birth to introduction of Business Studies in Junior Secondary Schools (JSS) curriculum. Business Studies is an integrated Pre-Vocational course taught at the Junior Secondary School (JSS) level. It is made up of Commerce, Book-Keeping, Office Practice, Shorthand and Typewriting.

Business Studies is taught as one of the basic subjects that will enable students acquire further skills which are common and fundamental to all personal and occupational activities (Inyang in Udoukpong, Emah & Umoren, 2012). According to Oluwade and Oluwade (2015), the study of Business Studies will encourage students to develop a positive attitude to enterprise and eventually develop appropriate skills in the field. The curriculum content is broad and rich in skills acquisition aspect. Its primary aim is the preparation of people for roles in enterprises such as employees, entrepreneurs and employers or simply as self-employed. In the context of this study, business studies refers to a subject that is taught at the junior secondary school which is designed to enable students acquire basic skills in office practice, shorthand, commerce, bookkeeping and keyboarding. It helps in training the students on those skills that are relevant to develop skills, attitude, aptitudes, potentials and competencies to be useful citizens and contribute economically to the society. The National Policy on Education (FRN, 2009) stated the objectives of Business Studies as:

- a. to enable students to acquire the basic knowledge of business studies,
- b. to develop the basic skills in office occupation,
- c. to prepare the students for further training in Business studies,
- d. to provide orientation and basic skills to start a life of work for those who may not undergo further training,
- e. to provide basic skills for personal use in future, and
- f. to relate the knowledge and skills to the national economy.

Esene (2012) described Business studies at JSS level where the subject is taught as a single subject but these subjects can stand alone at senior secondary school level-Bookkeeping, Commerce, Typewriting<sup>1</sup> and Shorthand.

To translate these laudable objectives of Business Studies into concrete reality, federal government has also introduced another program, Universal Basic Education. It is a program that is aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-years educational program of six years duration for the



primary segment and three years of upper basic education. These two levels of basic education are universal, free and compulsory for all Nigerian children aged 6-15. The Universal Basic Education program stimulates learning from the early years of 3-5+ which is called Early Child Care Development and Education (ECCDE) Universal Basic Education (2008).

Okoro (2013) opined that the inadequate attention paid to the basic education sub-sector over the years had resulted in the near total collapse of the education system which led to limited access to, poor retention in, and poor quality of basic education. He also stated that rate of illiteracy was unacceptably high, the condition of the school infrastructure was appalling, teachers were poorly trained and poorly motivated, and school drop-out rate had not abated, while funding of basic education continued to decline.

Consequently, Nigeria was nowhere close to achieving full access to primary education reports and studies have consistently pointed to this fact. As a result of the failure of other initiatives to register any sustainable impact on access to primary education, due principally, to lack of sustained political will and poor implementation plans, the Federal Government re-launched the Universal Basic Education program in September, 1999, as a radical intervention strategy for ensuring access to quality basic education. Thus, strategies are activities that are implemented towards the achievement of stated measurable objectives (Nwazor & Udegbonam, 2016). They describe the actions to be taken in order to achieve each objective. In the context of this study, strategies refer to specific ways or action plans that could be adopted to promote teaching and learning vis-a-vis Universal Basic Education.

Influencing factor subjected to strategies for improving the functionality of Business Studies at the basic education level could be Principals and Business Studies teachers. Okoro (2013) observed that availability of necessary equipment and materials as well as competent teachers are strategies for improving the functionality of Business Studies in the Universal Basic Education program. Okoro, further revealed that there was no significant difference between principals and teachers on strategies for enhancing the functionality of Business studies in the Universal Basic Education program.

More so, it should be noted that the need to broaden educational opportunities, especially in developing countries has been highlighted since the Jomtien conference on Education for all in 1990. The international commitment to that effect stems from an understanding that education holds the key to individual and national development. This is to be realized through improvement of the attitudes, beliefs and practices that are inimical to human and national progress, and the enthronement of democratic values among citizens. Thus, the National Policy on Education



(FRN, 2009) stated that the Government recognizes education as an instrument par excellence for effecting national development. Apart from these plausible reasons for equitable access to education, another fundamental reason for such equity is the fact that the education is a right in itself as enshrined in the Child Right Act, 2003 (UBEC Manual, 2008).

It should be noted that Universal Basic Education program is not altogether a brand new initiative, but rather a reform measure, which is aimed at addressing problems of access and quality in primary and junior secondary schools. Thus, the Universal Basic Education is a nine-year educational intervention program, whose overall objective is to eradicate illiteracy, ignorance and poverty with the aim of stimulating and accelerating national development, political consciousness and national integration. Specifically, the program was introduced in order to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education and this will ensure that the child rights are well catered for.

Federal Government resorted to the Universal Basic Education because of its concern that States and Local Governments, which have the constitutional responsibility for basic education delivery were unable to effectively deliver, and ensure unhindered access to quality basic education for all children and youths aged 6-15 years. Relying on a constitutional provision, which empowered it to set and maintain standards in education, the Federal Government enacted the Compulsory, Free, Universal Basic Education Act in April 2004. Part (1) of the Universal Basic Education Act states that: "Without prejudice to the provisions of item 30 of part II of the Second Schedule and item 2(9) of the Fourth Schedule to the 1999 Constitution dealing with primary school education, the Federal Government's intervention under this Act shall only be an assistance to the States and Local Governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria".

The act formally established the (Universal Basic Education Commission) as the agency through which the Federal Government intervention in basic education would be affected and also provided for State Universal Basic Education Boards (SUBEB). Consistent with the National Policy on Education (FRN, 2009) and the relevant provisions of extant laws, the Universal Basic Education program is expected to achieve the following:

- a) an uninterrupted access to 9-year formal education by providing free, compulsory basic education for every child of school age (6-15 years.).
- b) drastic reduction in incidence of school dropout and entronement of relevance, quality and efficiency in the sub-system.



- c) acquisition of literacy, numeracy, life skills and appropriate values for lifelong education and useful living.
- d) removal of distortions and inconsistencies in the delivery of basic education by reinforcing the implementation of the 6-3-3-4 system of education as provided for in the National policy on education; and
- e) enhancement of community participation in decision-making process in schools with a view to engendering community interest in, and eventual ownership of basic education institutions.

The implementation of Business Studies program at the junior secondary school level seems to have been haphazard and treated with levity (Esene, 2012). Like any other new educational program, successful implementation of the Business Studies curriculum at the basic education level depends on the availability of necessary equipment and materials as well as competent teachers (Iyeke & Okoro in Okoro, 2013). The importance of qualified teachers in an educational program cannot be overemphasized. Okoro (2013) noted that the strength of an educational system must largely depend on the qualities of its teachers. It is based on this background that this study sought to ascertain the ways for improving the functionality of business studies at the basic education level in Anambra State, Nigeria.

### **Statement of the Problem**

For the purpose of providing prevocational skills needed in the world of work, business studies has become an integral part of the Junior Secondary School (JSS) curriculum. Despite this fact, business studies have faced some setbacks in its effective teaching and learning since it was introduced as a subject in Nigeria secondary schools since 1982. Okoro (2013) found out that teachers identified lack of instructional facilities, inadequate business studies teachers, inadequate and insufficient administrative support and students' lukewarm attitude also form reasons for the unattractiveness of Business Studies. The inadequacy of instructional facilities and teachers seems to have resulted to poor method of instructions. Researchers' participant experience revealed that students of most secondary schools in the studied area prefer arts and science subjects to the detriment of business studies as a result of inadequate instructors and instructional facilities and this could stem frustration and lower the students' morale. The subject seems to have been neglected; unfortunately, the subject has also been made elective in Upper Basic level at the Universal Basic Education program (2008). Most states have not accessed the intervention funds lodged by the Federal Government since the last quarter of 2005. Federal Government continues to lodge in funds quarterly since 2005. Based on this problem, this study is conceived to



ascertain the strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria.

### **Research Questions**

This research question guided the study:

1. What are the strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria?

### **Hypothesis**

The following hypothesis was formulated for the study:

1. There is no significant difference between the mean ratings of Principals and Business Studies teachers on their strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria.

### **Method**

Descriptive survey research design was adopted for the study. The population of the study was 467 (257 Principals and 210 Business Studies Teachers) in 257 public junior secondary schools in Anambra State, Nigeria. No sample was carried out since the population was manageable for the researchers. A 12-item structured questionnaire validated by three experts, two experts in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka was used in gathering data for the study. Test re-test method was used to establish the reliability of the instrument, and the Pearson Product Moment Correlation Coefficient was used to test the reliability of the instrument. The analysis yielded a coefficient value of 0.87 indicating that the instrument was reliable for the study using the application of Statistical Package for Social Sciences (SPSS) version 21. The questionnaire was structured on a four-point scale, with response categories as "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree" for the research question. In data collection, out of the 467 copies of the questionnaire distributed, 459 copies (representing 98 percent) were retrieved and used for data analysis. Data collected in relation to the research questions were analyzed using mean and standard deviation. Decisions on the items and research questions were based on a cut off mean score of 2.50. Where an item or the mean scores is 2.50 or above, it means agree and where the item or mean scores is below 3.00 it means disagree by the respondents. The t-test was used to test the null hypotheses at a 0.05 level of significance. A null hypothesis was rejected where the calculated p-value was less than the 0.05 level of significance as it means that there was significant difference. Conversely, where the calculated p-value was greater than or equal to the 0.05 level of



significance, it means that there was no significant difference and the hypothesis was not rejected.

## **Results**

### **Research 1:**

1. What are strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria?

**Table 1:**

**Respondents' mean rating on the strategies for improving the functionality of Business Studies at the basic education level Nigeria N= 459.**

<b>S/N</b>	<b>Strategies for improving the functionality of Business Studies at the basic education</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Decision</b>
1.	Business studies students having interest in the subject can improve the functionality of the subject at the Basic Education level	3.13	0.45	Agree
2.	Provision of teaching module for Business Studies can improve the functionality of the subject at the Basic Education level	3.10	0.47	Agree
3.	Provision of adequate instructional facilities can improve the functionality of Business Studies at Basic Education level	3.06	0.51	Agree
4.	Students learn about Window, Software and Hardware components of a computer system through business education program	3.01	0.63	Agree
5.	Provision of adequate shorthand studies can enhance the functionality of Business Studies at the Basic Education level	3.02	0.61	Agree
6.	Provision of sufficient typing pool with typewriters can improve the functionality of Business Studies at the Basic Education level	3.09	0.48	Agree
7.	Adopting project method for instruction in Business Studies can improve the functionality at the Basic Education level	2.22	0.78	Disagree
8.	Provision of conducive classes for Business Studies can improve the functionality at the Basic Education level	3.26	0.43	Agree
9.	Employing sufficient teachers can improve the functionality of Business Studies at the Basic Education level	3.01	0.64	Agree
10.	Employing of qualified Business Studies Teachers can improve the functionality of Business Studies at the Basic Education level	3.02	0.59	Agree
11.	Adopting field trip for Business Studies students can improve the functionality of the subject at the Basic Education level	2.41	0.73	Disagree
12.	Provision of sufficient classrooms for Business Studies can improve the functionality at the Basic Education level	3.04	0.54	Agree

Data in Table 1 show that all the respondents generally agreed that majority the items listed except two items (item 7 and 11) disagree as strategies for improving the functionality of Business Studies at the basic



education level in Anambra State, Nigeria with mean scores ranging from 2.22 and 2.26. This is because its mean scores were above 2.50 which is the cut of point or the boundary real limit. This implies that majority of the items were agree as strategies for improving the functionality of Business Studies at the basic education level. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Testing the Hypothesis

#### Hypothesis 1:

1. There is no significant difference between the mean ratings of Principals and Business Studies Teachers on the strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria.

**Table 2:**  
**Summary of t-test analysis on the mean ratings of Principals and Business Studies Teachers on the strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria**

Variables	N	$\bar{X}$	SD	A	df	p-value	Remarks
Principals	252	3.04	.13	0.05	457	.06	Not Significant
Business Studies Teachers	207	3.07	.14				

Table 2 shows that at degree of freedom of 457, the calculated p-value is .06 which is greater than the alpha level of 0.05. This means that Principals and Business Studies Teachers do not differ significantly in their ratings of the strategies for improving the functionality of Business Studies at the basic education level. This means that there is no significant differences exist between Principals and Business Studies Teachers regarding the strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria. Therefore, the null hypothesis was not rejected.

### Discussion of Findings

Findings of the study revealed that all the respondents generally agreed that majority of the items listed except two items (item 7 and 11)



disagree as strategies for improving the functionality of Business Studies at the basic education level in Anambra State, Nigeria with mean scores ranging from 2.22 and 2.26. This implies that majority of the items were agree as strategies for improving the functionality of Business Studies at the basic education level. This agreed with Okoro (2013) who revealed that availability of necessary equipment and materials as well as competent teachers are strategies for improving the functionality of Business Studies in the Universal Basic Education program.

The study revealed that there is no significant difference between the Principals and Business Studies Teachers regarding the strategies for improving the functionality of Business Studies at the basic education level. This agrees with Okoro (2013) who revealed that no significance difference exists between principals and teachers on strategies for enhancing the functionality of Business studies in the Universal Basic Education program.

### **Conclusion**

Based on the findings of the study, it was concluded that Business Studies encourage students to develop a positive attitude to enterprise and eventually develop appropriate skills required in the world of work for effective functioning. Therefore, the strategies mentioned would equip the students with job and work place skills after graduation thereby helping them to be preparing for the world of work.

### **Recommendations**

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

1. Business Studies should be made a core subject at the basic education level.
2. Business Studies teachers who are capable of teaching the core subject such as Commerce, Book-Keeping, Office Practice, Shorthand and Typewriting.
3. Students should have interest in learning Business Studies by doing their assignment regularly.
4. Adequate instructional facilities should be made available in the right quality and quantity by the governments and private individuals.
5. Adequate teachers should be provided by the state and federal government.

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## TEACHERS' PERCEPTIONS OF THE DESIGN OF THE NEW BASIC EDUCATION BUSINESS STUDIES CURRICULUM USING THE FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA AS A CASE STUDY

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### Abstract

*This study investigated Teachers' Perceptions of the design of the New Basic Education Business Studies curriculum using the Federal Capital Territory, Abuja, Nigeria as Case Study. The study examined the teacher's perception about the Design of the New Basic Education Business Studies curriculum with respect to the policy, aims and objectives; and content. The design for the study was descriptive survey design. A proportionate stratified random sampling technique was used to obtain the sample for this study. A sample representation of 354 Business Studies teachers was used to obtain the data for this study. Eight research questions and hypotheses were formulated and tested. A structured National Junior Secondary School Business Studies Teachers' Perception Instrument (NJSSBSTPI) or questionnaire based on the Context, Input, Process, Product, Constraints, and Enablers (CIPPCE) Curriculum Evaluation Model was used to obtain data from the respondents. While the demographic data and research questions were analyzed using simple percentages and mean scores, the research hypotheses were tested using t - test at 0.05 significant level in the Statistical Package for Social Science version 25 (SPSS v.25). The t - test (t) carried out on the hypotheses revealed that the teachers, irrespective of gender and qualifications, teachers perceived inadequacies in the design of the Business Studies curriculum. The findings attributed these inadequacies to a number factors such as poor policy, aims and objectives; nature, organization and arrangement of the content. The study showed that the poor design of the new Business Studies curriculum in the Junior secondary schools in FCT as perceived by the teachers may have significantly hampered the achievements of students in the subject. Finally, based on these findings the study recommended a review of the policy, aims and objectives and the content of the curriculum by curriculum planners.*

**Key Words:** Teachers' Perceptions, Design, New Basic Education Business Studies, Curriculum.



## **Introduction**

The future of Nigeria lies in knowledge, but our ability to generate new knowledge and use it innovatively depends upon having a literate population. The process of acquiring this knowledge rests so much on education. This is because education helps members of the society to acquire the desirable skills, knowledge, habits and values for people living in the society. It equips the members of the society with the capabilities to better fit into the real world (Garba, 2012). The development of education in Nigeria has passed through three significant stages, the pre – colonial, colonial and post-independence eras.

A historical sketch of curriculum development in Nigeria prior to independence reveals that the curriculum then was geared towards the needs and aspirations of the colonial masters and missionary agencies (Alade, 2005). The emphasis of the western education was on the 4rs (Reading, Writing, Arithmetic and Religion). This new education prepared the recipient for the job opportunities as teachers, church evangelists, clerks and interpreters. Consequently, skill acquisition in Business Studies and key development areas were embarrassingly absent in the colonial curriculum, a situation which was inimical to national development (Alade, 2011; Wokocha, 1993).

However, with the introduction of 6-3-3-4 system in 1977, Business Studies was one of the subjects introduced in the Upper Basic Education, Junior Secondary School 1-3 (Federal Republic of Nigeria, FRN 2014). Business Studies is broad and integrated in nature, which means that the subject, which has six major components, is taught as a single subject. The Business Studies curriculum was thought to be expository, discovery, broad and rich in skills acquisition, and students were expected to cover all the various subject areas to enable them possess the prevocational skills therein. Ultimately, the Business Studies Curriculum has been designed to equip students with saleable skills; knowledge and attitudes that will enable them fit into world of work on graduation or to advance on business courses; basic skills for personal use in future; and to relate the knowledge and skills to the national economy (Ademiluyi, Bello, Ganiyu, & Akande, 2019; Oladunjoye, 2016).



However, the design and the implementation of the new NERDC Business Studies programme at the junior secondary school level seems to have been haphazard and treated with levity and seems not to be achieving the set goals (Akintola & Alao, 2015; Esene, 2012). To this end, the researcher wants to find out how the teachers perceive the design of the Basic Education Studies Curriculum using Federal Capital Territory (FCT) Junior Secondary Schools as a case study.

### **Statement of the Problem**

Attempts have been made by various researchers to evaluate the implementation of the Business Studies programme. It is doubtful from the evidence provided by these research reports if this programme is yielding the desired results (Imeokparia, 2018). Disturbed by these developments, the need to constantly monitor and to better understand the nature, design and implementation of the Business Studies curriculum after some years of implementation has been stressed by (Ahmed, 2015).

From these studies, it has been found that the Business Studies is plagued, not the least by the myopic reforms; the nature of the curriculum; ambiguously broad and vague specifications of objectives, poor skills in business education; curriculum overload (bloated contents which have little relevance to the students and societal needs); lack of depth, deep learning and authentic learning in the curriculum; overcrowded classrooms; poor methods of instruction; poor assessment techniques; lack of equipment, physical facilities and resources; poor funding; and shortage of well-qualified Business Studies Education teachers among others (Akintola & Alao, 2015; Ajisafe, Bolarinwa & Edeh, 2015).

Beyond the gaps observed in the design and implementation of the curriculum, one of the motivations for undertaking this study is the seemingly insufficient research on the perception of teachers on the design of the Business Studies Curriculum in Nigeria. The review of literature relating to the implementation of the new NERDC Business Studies Curriculum has identified a gap in existing research. Most of the researches dwelt extensively on implementation while paying less attention to the design and context in which Business Studies Curriculum is being implemented. In addition, these studies have not considered using the CIPPCE model to investigate teachers' perception of the Business Studies Curriculum in Nigeria.



It is against this backdrop that this study is set to examine teachers' perceptions of the design and implementation of the new NERDC Business Studies curriculum in FCT with the aim of ascertaining the views of the teachers about the design – policy, aims, objectives, content, nature and appropriateness of the Business Studies curriculum in Junior Secondary Schools (Basic 7 – 9 or JSS 1-3) using FCT, Nigeria.

### **Research Questions**

In order to provide direction and sharpen the focus of the study, the following research questions were formulated:

1. How do the teachers perceive the policy, aims and objectives provided for the new Business Studies curriculum in the FCT secondary schools on the basis of gender?
2. What are the perceptions of the teachers about the content of the new Business Studies curriculum in the FCT secondary schools on the basis qualification?

### **Research Hypotheses**

The following null hypotheses were formulated for this study:

**Ho1** There is no significant difference between the perceptions of male and female teachers on the policy, aims and objectives of the new Business Studies curriculum in the FCT secondary schools.

**Ho2** There is no significant difference between perceptions of teachers with higher qualifications and lower qualifications on the nature of the content of the new Business Studies curriculum in the FCT secondary schools.

### **Methodology**

For the current study, a descriptive survey research design was used to collect data from a representative sample of Business Studies teachers from selected junior secondary schools in FCT for the purpose of describing in a systematic manner the characteristics and facts about the Business Studies curriculum, its design and implementation. The study used a survey questionnaire based on the "context phase" of Stufflebeam's CIPP Evaluation Model.

Business Studies Teachers of junior public secondary schools in FCT constituted the population of the study. There are 340 public junior secondary schools with 421 Business Studies teachers. 85 percent of the teachers were selected by means of simple random sampling technique by replacement, which are 354 teachers, at 2% margin of error and 95% confidence level using PASS: Power and Sample Size Software.

A four-point modified Likert-type researcher structured questionnaire, titled National Junior Secondary School Business Studies Teachers' Perception Instrument (NJSSBSTPI) was used to collect data for



the study. The questionnaire was made up of three sections: Business Studies teachers' demography; Business Studies teachers' perception about: the policy, aims and objectives; and the content of the curriculum. The reliability of the instrument was established using Pearson's Product Moment Correlation Statistics was used to establish a reliability coefficient of 0.81. The researchers adopted direct delivery method for data collection.

A total of three hundred and fifty-nine (359) questionnaire were administered to the teachers by the researcher and trained researchers. The teachers were instructed on how to complete the questionnaires to ensure that mistakes were not made. While a total of 359 questionnaires were distributed, 354 were retrieved, representing 98.6% returned.

The data collected were analysed by means of frequency tables, simple percentages, mean scores, t- test statistical tools. The items of the questionnaire which were on Likert scale type (1 to 4) were assigned numeric values as follows: Strongly agree is 4 points, agree is 3 points, disagree is 2 points and strongly disagree is 1 point. The cut off point for decision is 2.50 based on the Likert scale. The analysis was based on the 354 questionnaires administered and returned.

## **Results**

### **Research Question 1**

#### **How do the teachers perceive the policy, work environment, aims and objectives of the new Business Studies curriculum in FCT secondary schools on the basis of gender?**

This question sought to find out how teacher perceive the policy, work environment, aims and objectives of the new Business Studies curriculum in FCT secondary schools.



**Table 11: Responses on the policy, aims and objectives of the new Business Studies curriculum in FCT secondary schools**

S/N	Questions	SA	A	D	SD	X	SX	Decision
<b>CONTEXT EVALUATION</b>								
1	The Business Studies education policy is adequate and student centred.	M 12 F 16	19 21	32 30	120 124	1.58 1.63	<b>1.61</b>	<b>Disagree</b>
2	The aims and objectives of the curriculum promote knowledge and development skills.	M 5 F 8	12 34	12 50	132 99	1.31 1.74	<b>1.53</b>	<b>Disagree</b>
3	The aims and objectives of the curriculum meet the needs and interest of the students.	M 11 F 21	17 15	38 20	87 135	1.67 1.60	<b>1.64</b>	<b>Disagree</b>
4	The aim and objectives of the curriculum encourages students' progression to take up Business Studies Education subjects at Senior Secondary Level.	M 30 F 15	6 38	32 19	95 119	1.82 1.73	<b>1.78</b>	<b>Disagree</b>
<b>Sectional Score</b>		<b>M</b>				<b>1.59</b>	<b>1.64</b>	<b>Disagree</b>
		<b>F</b>				<b>1.68</b>		

**M = Male, F = Female**

Using the decision rule of mean score of 2.50, the response of respondents in table 1 shows that with a sectional score of 1.64, both the male and female Business Studies Teachers perceived the design of the policy, aims and objectives of the new Business Studies curriculum in FCT secondary schools as inadequate.

**Research Question 2**

**What are the perceptions of the teachers about the content of the new Business Studies curriculum in FCT secondary schools on the basis of their qualification??**

This question seeks to find out how teachers perceive the content of the new Business Studies curriculum in FCT secondary schools.



**Table 12: Responses on the content of the new Business Studies curriculum in FCT secondary schools**

S/ N	Questions	SA	A	D	SD	X	SX	Decision
<b>CONTEXT EVALUATION</b>								
5	The curriculum is balanced and has all the elements of curriculum.	HQ 2 LQ 18	5 9	6 8	96 130	1.49 1.56	<b>1.5</b> <b>3</b>	<b>Disagree</b>
6	The content of the curriculum is rigorous and updated regularly in the light of changing environment and national development.	HQ 9 LQ 10	4 23	5 9	99 106	1.55 1.64	<b>1.6</b> <b>0</b>	<b>Disagree</b>
7	The volume and the level of difficulty of the topics in the curriculum comply with the time/duration allotted and cater for mixed ability classes of different sizes.	HQ 21 LQ 27	17 19	1 9	114 101	1.68 1.89	<b>1.7</b> <b>9</b>	<b>Disagree</b>
8	The curriculum is adequately and appropriately arranged, organized, coherent and horizontally and vertically integrated to promote learning.	HQ 36 LQ 23	19 18	1 5	105 88	1.92 1.87	<b>1.9</b> <b>0</b>	<b>Disagree</b>
9	The content of the curriculum is focused and structured with course guides in the best way of achieving the desired outcome.	HQ 12 LQ 13	71 6	1 7	71 140	2.14 1.40	<b>1.7</b> <b>7</b>	<b>Disagree</b>
10	The content of the curriculum is relevant and adequately addresses the knowledge and skills needs of the learners and the society.	HQ 36 LQ 20	38 9	1 0	87 133	2.14 1.57	<b>1.8</b> <b>6</b>	<b>Disagree</b>
<b>Sectional Score</b>		<b>HQ</b> <b>LQ</b>				<b>1.82</b> <b>1.67</b>	<b>1.7</b> <b>4</b>	<b>Disagree</b>

**HQ = Higher Qualifications, LQ = Lower Qualifications**

Using the decision rule of mean score of 2.50, the response of respondents in table 2 shows that with a sectional score of 1.74 both Business Studies Teachers with higher and lower qualifications perceived the design of the content of the new Business Studies curriculum in FCT secondary schools as inadequate.

### Testing of Hypotheses

The null hypotheses were designed to evaluate teachers' perceptions of the teachers about design of the Business Studies curriculum, employing two tail test statistics. Under this section, the hypotheses were analysed using t-test of significance.



### Hypothesis 1

**Ho<sub>1</sub>** There is no significant difference between the perceptions of male and female teachers on the policy, aims and objectives of the new Business Studies curriculum in the FCT secondary schools.

**Table 3: T-Test of significance difference between the perceptions of male and female teachers on the policy, aims and objectives of the new Business Studies curriculum**

Variable Teachers	N	X	SD	df	Calculated t (2 tailed)	Critical t	P Value (2 tailed)	Decision
Male	163	1.59	0.94	352	0.874	1.9667	0.381	Ho Accepted
Female	191	1.68	0.98					

With a significant value of 0.381 greater than the 0.05 level of significance and the t calculated of 0.874 less than the 1.9667 at 95% (0.05) significance level where degree of freedom is (354-2 = 352) 352, the Null Hypothesis, Ho, which says there is no significant difference between the perceptions of male and female teachers on the policy, work environment, aims and objectives of the new Business Studies curriculum in the FCT secondary schools accepted. From this, it can be concluded that the male and female teachers therefore, do not differ significantly in their perception about the inadequacies of the aims and objectives of the new Business Studies curriculum in FCT secondary schools.

### Hypothesis 2

**Ho<sub>2</sub>** There is no significant difference between perceptions of teachers with higher qualifications and lower qualifications on the nature of the content of the new Business Studies curriculum in the FCT secondary schools.

**Table 4: T - Test of Significance difference between Perceptions of Teachers with Higher and Lower Qualifications on the Nature of the Content of the new Business Studies Curriculum.**

Variable Teachers	N	X	SD	df	Calculated t (2 tailed)	Critical t	P Value (2 tailed)	Decision
Higher Qualification	171	1.82	1.00	352	1.425	1.9667	1.555	Ho Accepted
Lower Qualification	183	1.67	0.98					



With a significant value of 1.555 greater than the 0.05 level of significance and the  $t$  calculated of 1.425 less than the 1.9667 at 95% (0.05) significance level where degree of freedom is  $(354-2 = 352)$  352, the Null Hypothesis,  $H_0$ , which says there is no significant difference between the perceptions of teachers with higher qualifications and lower qualifications on the nature of the content of the new Business Studies curriculum in the FCT secondary schools accepted and retained ( $p\text{-value} > \alpha$ ,  $H_0$  is accepted). From this, it can be concluded that the teachers with higher qualifications and lower qualifications therefore, do not differ significantly in their perception about the inadequacies of the nature of the content of the new Business Studies curriculum in the FCT secondary schools.

### **Discussion of Findings**

This study aimed at investigating Teachers' Perception of the design of the new NERDC Business Studies Curriculum in the FCT Secondary Schools. In the analysis of the result of the research question, the first was based on the teachers about the adequacy of the policy, aims and objectives of the new Business Studies curriculum in the FCT secondary schools. The analysis showed that the Business Studies Teachers perceived that the policy, work environment, aims and objectives of the new Business Studies curriculum in the FCT secondary schools as inadequate. This finding agrees with the finding of Adeleye (2017) that argues that one of the challenges facing the implementation of Business Studies is policy. Similarly, Ajisafe, Bolarinwa & Edeh, (2015) pointed out that ambiguously broad and vague specifications of objectives, poor skills in Business Studies education threatened the implementation of the new Business Studies curriculum. In the same vein, Jimoh (2004) observed that over 50% of the stated instructional objectives were basically cognitive. This implies that the objectives did not reflect much of skills, attitude and values expected of a student who goes through the Business Studies programme. Adeleye, (2017) also pointed out that the policy also impedes the effective implementation.

Analysis of the second research question which sought to ascertain the teachers' perception about the nature of the content of the new Business Studies curriculum in FCT secondary schools shows that the content was inadequate in terms of how often it is updated, structure, organization, integration, quality and quantity. This finding agrees with Omo-ojugo & Ohiwerei (2008) and Adeleye, (2017) arguments that the implementation of the Business Studies curriculum has been hampered by the challenges relating to the teaching of the subject matter and content overload. However, this is in contradiction with the findings of Kibet (2013),



who asserts in his study that the majority of the teachers agree that subjects making up business studies are well integrated although some teachers are not comfortable teaching some topics.

On analyses of the first hypothesis, it was established in this study that there is no significant difference between the perceptions of male and female teachers about the inadequacies in the policy, aims and objectives of the new Business Studies curriculum in FCT secondary schools. This suggests that both male and female teachers equally agree that the policy, work environment, aims and objectives of the new Business Studies curriculum are inadequate and could be hampering the smooth implementation of the new Business Studies curriculum FCT secondary schools. This finding were supported by the assertion of Ajisafe, Bolarinwa & Edeh, (2015) when they pointed out that ambiguously broad and vague specifications of objectives, poor skills in Business Studies education threatened the implementation of the new Business Studies curriculum. In the same vein, Jimoh (2004) observed that over 50% of the stated instructional objectives were basically cognitive. This implies that the objectives did not reflect much of skills, attitude and values expected of a student who goes through the Business Studies programme. Adeleye, (2017) also pointed out that the policy impedes the effective implementation of the new Business Studies curriculum.

On analyses of the second hypothesis, it was established in this study that there is no significant difference between perceptions of teachers with higher and lower qualifications on the nature of the content of the new Business Studies curriculum in FCT secondary schools. This suggests that the design of and the nature of the content of the new Business Studies curriculum is inadequate. This finding corroborates the findings of Ajisafe, Bolarinwa & Edeh (2015) when they posited that the nature of the curriculum; ambiguously broad and vague specifications of objectives, poor skills in Business Studies education; curriculum overload (bloated contents which have little relevance to the students and societal needs); lack of depth, deep learning and authentic learning in the curriculum.

## **Conclusion**

The reported students' poor performance in Business Studies attributable to the poor design and implementation of the curriculum informed the researcher's purpose to examine teachers' perceptions about the design of the Basic Education New Business Studies curriculum. The premise of this study is that the design and implementation of the Business Studies curriculum could be improved if the challenges it faces are well understood by stakeholders.



Based on the findings from the study, the researcher concludes that some defects exist in the design of the Business Studies curriculum and these defects include: context - poor policy and inadequate aims, objectives and content. Resulting from these inadequacies, the researcher concludes that, as currently designed and being implemented, the Basic Education Business Studies curriculum is not likely to meet the students' expected needs and interest, which forms the basis for the students' future needs.

### **Recommendations**

Based on the findings and conclusion drawn, the following recommendations were deemed necessary.

1. The governments and curriculum developers should ensure that the policies, aims and objectives of the Business Studies curriculum in secondary schools are improved to support the effective design of Business Studies curriculum.
2. The curriculum developers should update the curriculum regularly to ensure that the structure and arrangement of the content of the new Business Studies curriculum in secondary schools do not only support learning, but that they meet the needs for national development in the 21st century.



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## **JOB RESOURCES AND TASK PERFORMANCE OF BUSINESS EDUCATORS IN PUBLIC UNIVERSITIES**

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### **Abstract**

*The study examined the nexus between job resources and task performance of business educators in public universities in Nigeria. A correlational survey research design was adopted and data were collected from a randomly selected sample of 142 business educators (12 HODs and 130 lecturers) in universities in South-South, Nigeria. Research questions were answered while hypotheses tested. A structured questionnaire was used for data collection. The instrument was validated by three experts, two in business education and one in measurement and evaluation. The data were analyzed using Pearson correlation matrix and linear regression. Pearson correlation matrix was used to answer the research questions and simple linear regression was used to test the hypotheses. The results showed positive correlation between overall job resources and task performance of business educators. Specifically, the results showed a significant but low correlation between colleagues/HOD support, performance feedback and task performance as well as a significant but moderate correlation between job autonomy and task performance of business educators. This means that as job resources increase, there is a tendency for business educators to perform better on the job.*

**Keywords:** *business educators, colleagues/HOD support, job autonomy, job resources, performance feedback, task performance.*

### **Introduction**

Business education is a competency-oriented programme that is planned and organized to equip recipients with skills and knowledge required to confidently be engaged in an entrepreneurial career and lifelong learning tasks upon graduation.



To achieve these missions, competent business educators are required. The need for competent business educators in tertiary institutions is of great concern to major stakeholders of business education programme because of their important role in preparing recipients for career progressions in various professions and occupations immediately after graduation (Oonk, *et al.*, 2020). The need for competent business educators in the university system may be attributed to their potential role in executing high level of task-related activities.

Business educators are business education graduates that are trained to perform the task of equipping recipients at the secondary and post-secondary school levels with skills and knowledge to confidently pursue entrepreneurial career and lifelong learning tasks. This means that business educators in the university system have a salient role to play in performing the task of equipping students with fundamental skills and knowledge required to confidently engage in entrepreneurial careers and lifelong learning tasks upon graduation. This clarification informed the need for special interest in business educators and how they perform different responsibilities that contribute to the achievement of the objectives of business education programme, especially at the university level.

The job performance of business educators could be referred to as the execution of different job activities contributing to the achievement of the goals of business education programme, which represent two dimensions: task performance and contextual performance. For the purpose of this study, the authors focused on task performance. Task performance consists of behaviours that directly contribute to core technical activities, namely teaching, research and administration.

Teaching task is usually carried out in the classrooms, workshops and laboratories where modern technologies are utilized for instructional purposes. It include the use of PowerPoint, the Internet, Skype, among others and various “hands-on” activities. Business educators are expected to also conduct scientific research through which they grow academically and professionally and contribute meaningfully to economic development worldwide. Research tasks include the use of special software packages to develop research models; the use of anti-plagiarism software to check similarities index in research manuscripts; the use of PROCESS macro, LISTREL, AMOS and other statistical packages for data analyses. Business educators also perform administrative tasks through which the mission of business education is accomplished. Administrative tasks include heading a unit, department, faculty, or an institution; involving in admission/registration exercises; functioning as course advisers as well as planning, organizing, leading and controlling resources.

From the foregoing, it can be observed that business educators perform complex activities, which could better contributed to poor task performance and, in turn, hindered the acquisition of skills needed by students to be employable upon graduation. This situation can be surmounted through business educators’ experiences of job resources such as receiving support from HODs/colleagues, receiving feedback on the jobs done and having control of the job done. Job resources represent a motivational pathway of job characteristics and appear to be the major factors leading to better task performance (Batchelor, Abston, Lawlor &



Burch, 2014). Job resources can be defined as those general aspects of working conditions that incorporate specific resources which represent physical, social or organizational aspects of a job that might reduce job demands and the associated physiological and psychological costs (Davidescu, *et al.*, 2020). Job resources play either intrinsic or extrinsic motivational role because they are seen as a major factor leading to better performance of task. They may play a major role on job performance through intrinsic and extrinsic motivational processes. It means that job resources may help trigger intrinsic motivational processes during task performance (Vansteenkiste, Ryan & Soenens, 2020). In a specific task such as teaching, research or administration, an extrinsic motivational processes may be triggered when there are supportive colleagues to whom one can ask for help when needed; when there are opportunities to control one's job as well as when there are constant provision of information about the task already performed. However, the extrinsic and intrinsic motivational processes might foster an employee's willingness to invest energy and enthusiasm during job activities such as teaching, research and administration.

Colleague/HOD support could be defined as a factor that provide a chance for an employee to receive support from a colleague or an HOD. Colleague/HOD support in an institution refers to interpersonal support between colleague and colleague and between HOD and colleague at work. Colleague and supervisor support is the interpersonal work relationships that has the potential to promote the well-being or coping abilities of those receiving the support (Mack & Rhineberger-Dunn, 2019). Job autonomy means providing employees the freedom to schedule task performance (Lu, Brockner, Vardi & Weitz, 2017). It can also be defined as a responsibility given to employees to make decisions towards tasks performed (Sisodia & Das, 2013). Therefore, job autonomy could provide business educators the freedom to schedule task for better outcomes, develop their abilities to think and be creative and, in turn, lead to better task performance. Performance feedback is defined as information given to employees after their performance, which helps them to improve current task performance (Palmer, Johnson & Johnson, 2015). It represents specific information about the comparison between employee's task performance and their standard. Performance feedback can, therefore, play an important role in reinforcing employees' desirable behaviour towards the implementation of better task performance (Danish & Usman, 2010). As such, performance feedback can be used by HODs to reinforce better task performance of business educators which, in turn, contribute to the objectives of business education programme.

The prevalence of job resources are specifically relevant for business educators because of the complex/demanding nature of their job. Although, several authors have argued that employees in the public sector (which by implication include the business educators in public universities) can be motivated by their job resources (Miao, Rhee & Jun, 2020). For instance, a business educator who exert a high level of freedom in making job decisions, who receive support from HODs/colleagues and who receives feedback on the job done may perform better on the job. It is therefore expected that if a business educator is highly exposed to



job resources, he/she may be happy and satisfied with the job and, in turn, lead to better job performance. Taken together, the Job Demands-Resources (JD-R) theory (Bakker & Demerouti, 2014), focus on how job resources such as colleagues/HOD support, job autonomy and performance feedback ultimately determine better task performance. This study, therefore, theorize that job resources may predict better task performance. This implies that job resources and task performance can be considered as a salient asset for tertiary institutions. It is on this that this study determined the nexus between colleagues/HOD support, job autonomy, performance feedback and task performance of business educators in universities in South-South, Nigeria.

### **Statement of the Problem**

Business educators in the university system in Nigeria perform complicated and multiple job activities, which can be grouped under task performance and contextual performance. Business educators' task performance include imparting knowledge, engaging in research and managing resources. Their contextual performance includes helping colleagues, implementing institutional rules as well as supporting, endorsing and defending institutional goals. If business educators perform their job responsibilities effectively, it would help equip recipients with skills and knowledge to become gainfully employed and lifelong learners upon graduation. However, it has been observed that most employers in Nigeria seem to be complaining about the quality of business education graduates who are deficient in skills to carry out their job activities in the workplace. It seems that the experiences of low job resources and poor job performance as well as other negative work-related outcomes among business educators have led to the issue of skills gap among business education graduates. Despite the numerous studies conducted in developed countries on the nexus between job resources and task performance, there is dearth of such studies in developing countries such as Nigeria that examine whether relationships exist. However, most of the studies were not able to link job resources to task performance. Most of the studies did not focus on business educators as participants and most of them did not also focus on universities in South-South Nigeria as their area of coverage. These are the gaps this study closed.

### **Research Questions**

The following research question guided the study.

1. What is the nexus between colleague/HOD support and task performance of business educators in public universities in South-South Nigeria?
2. What is the nexus between job autonomy and task performance of business educators in public universities in South-South Nigeria?
3. What is the nexus between performance feedback and task performance of business educators in public universities in South-South Nigeria?



### **Research Hypotheses**

The following null hypotheses was tested at 0.05 alpha level of significance.

1. Colleague/HOD supports do not significantly predict task performance of business educators in public universities in South-South Nigeria.
2. Job autonomy does not significantly predict task performance of business educators in public universities in South-South Nigeria.
3. Performance feedback does not significantly predict task performance of business educators in public universities in South-South Nigeria.

### **Method**

Correlational survey research design were employed in the study. This research design was suitable for the study because it determines the nexus between job resources and task performance of business educators in different public universities in South-South Nigeria. The entire population of 142 business educators (12 HODs and 130 lecturers) were used for the study without sampling because the size is not too large and can be managed by the researchers. The instruments for data collection are two structured questionnaires, one for HODs and one for lecturers, which were adapted from existing scales. The instrument for lecturers was titled “Questionnaire on Job Resources of Business Educators (QJRBE)” and that of HOSs was titled “Questionnaire on Task Performance of Business Educators (QTPBE)”. Instrument for lecturers comprised of 12 items in three dimensions in line with variables covered. Business educators rated their own experiences of job resources on a 4-point Likert-type scale ranging from 4 = always; 3 = sometimes; 2 = rarely; 1 = never. Instrument for HODs comprised of 25 items, which measure task performance (that is, teaching, research and administration). HODs rated their own experiences of task performance of business educators on a 4-point Likert-type scale ranging from 4=very rarely, 3=rarely, 2=sometimes, and 1=not at all.

The instruments for data collection were subjected to face validity by three experts, two in business education and one in measurement and evaluation. The face validity of the instrument was done with respect to relevance, sentence structure and adequacy. Their corrections were effected in the final copies of the instrument and was reproduced for answering of the research questions and testing of the null hypotheses at a 0.05 level of significance. To establish reliability of the instrument, 20 copies of the instrument on job resources were administered on business educators and 20 copies of the instrument on job performance were administered on HODs who were not part of the sample used for the study. Thereafter, Cronbach’s alpha was used to determine the internal consistency of the items of both instruments. The coefficients alpha values provided the reliability for each variable such as job resources ( $\alpha = .950$ ) and task performance ( $\alpha = .953$ ).

Copies of the instruments were distributed personally to the respondents, with the help of six research assistants who were briefed on the procedure to follow. The subjects were contacted via letters before the research instruments were administered on them using direct contact mode. The subjects were allowed to complete the instruments and were given the chance to submit them in two weeks. The questionnaire on job resources were administered on the business



educators since the scales that measure the constructs were self-report measures. Conversely, the questionnaire on task performance were administered on the HODs to respond about the business educators since the scale was an alternate measure. Data were analyzed using inferential statistics such as Pearson correlation matrix, linear regression and bias corrected (BC) bootstrap estimates. Pearson correlation matrix was used to answer the research questions. Linear regression were used to test the research hypotheses.

The decision rule for the use of correlation matrix was based on a range of coefficient value (r) as recommended by Uzoagulu (2011) in the following order: Coefficients r-value between ± .8 and ± 1.0 means very high relationship; ± .6 and ± .8 means high relationship; ± .4 and ± .6 means moderate relationship; ± .2 and ± .4 means low relationship; ± .0 and ± .2 means very low relationship; ± 1.0 means perfect relationship; and coefficient r-value of 0 means no relationship. Note that when a coefficient r-value is a negative value, it is a negative relationship; which means also that as one variable increases the other decreases. When a coefficient r-value is a positive value, it is a positive relationship; which means that as one variable increases the other increases. For linear regression estimates, probability p-value less than or equal to .05 implies significant (reject H0) while probability p-value greater than .05 implies not significant (accept H0).

**Results**

Research Question 1: What is the nexus between colleague/HOD support and task performance of business educators in public universities?

Research Question 2: What is the nexus between job autonomy and task performance of business educators in public universities?

Research Question 3: What is the nexus between performance feedback and task performance of business educators in public universities?

**Table 1: Bivariate Correlations between Job Resources and Task Performance**

S/N	Variable	1	2	3	4	5
1.	Colleague/HOD Support	1				
2.	Job Autonomy	.601**	1			
3.	Performance Feedback	.643**	.655**	1		
4.	Job Resources	.932**	.806**	.834**	1	
5.	Task Performance	.396**	.412**	.399**	.456**	1

Note. \*\*p < .01, \*p < .05, N = 142.

Table 1 show the data on the bivariate correlations between job resources and task performance. Table 1 shows that the correlation coefficient of between variables range from .396 to .655. The correlation between colleague/HOD support and task performance is positively low (r = .396). The correlation between job autonomy and task performance is positively moderate (r = .412). The correlation



between performance feedback and task performance is positively low ( $r = .399$ ). The correlation between overall job resources and task performance is positively moderate ( $r = .456$ ). In all, there is generally positively moderate relationship between job resources and task performance of business educators.

Hypothesis 1: Colleague/HOD support do not significantly predict task performance of business educators in public universities.

**Table 2: Coefficients of Simple Linear Regression for the Aggregated Colleague/HOD Support Predicting Task Performance**

	Unstandardized Coefficients		Standardized Coefficients	<i>T</i>	<i>P</i>	Decision
	<i>B</i>	SEB	Beta ( $\beta$ )			
Constant	11.546	3.279		3.521	.001	Reject H0
Colleague/HOD support	1.423	.280	.396	5.081	.000	

$R^2 = .157$ , Adjusted  $R^2 = .151$ ,  $F(1, 139) = 25.816$

Results of the data presented in Table 2 show the estimates of coefficient of correlation between Colleague/HOD support and task performance. The Table shows the significant coefficients ( $F = 25.816$ ,  $\beta = .396$ ,  $t = 5.081$ ,  $p < .01$ ), which is also a confirmation of the results obtained in Table 2. The corresponding adjusted r-square (.151) shows that 15.1% of variances in task performance is determined by colleague/HOD support. Thus, colleague/HOD support is found to be a significant but low predictor of task performance of business educators.

Hypothesis 2: Job autonomy does not significantly predict task performance of business educators in public universities.

**Table 3: Coefficients of Simple Linear Regression for the Aggregated Job Autonomy Predicting Task Performance**

	Unstandardized Coefficients		Standardized Coefficients	<i>T</i>	<i>P</i>	Decision
	<i>B</i>	SEB	Beta ( $\beta$ )			
Constant	8.959	3.605		2.485	.014	Reject H0
Job Autonomy	3.269	.613	.412	5.334	.000	

$R^2 = .170$ , Adjusted  $R^2 = .164$ ,  $F(1, 139) = 28.449$

Results of the data presented in Table 3 shows the estimates of coefficient of correlation between job autonomy and task performance. The Table shows the significant coefficients ( $F = 28.449$ ,  $\beta = .412$ ,  $t = 5.334$ ,  $p < .01$ ), which is also a confirmation of the results obtained in Table 3. The corresponding adjusted r-square (.164) shows that 16.4% of variances in task performance is determined by job autonomy. Hence, job autonomy is found to a significant but moderate predictor of task performance of business educators.



Hypothesis 3: Performance feedback does not significantly predict task performance of business educators in public universities.

**Table 4: Coefficients of Simple Linear Regression for the Aggregated Performance Feedback Predicting Task Performance**

	Unstandardized Coefficients		Standardized Coefficients		P	Decision
	B	SEB	Beta ( $\beta$ )	T		
Constant	9.744	3.595		2.710	.008	Reject H0
Performance Feedback	3.055	.596	.399	5.129	.000	

$R^2 = .159$ , Adjusted  $R^2 = .153$ ,  $F(1, 139) = 26.307$

Results of the data presented in Table 3 show the estimates of coefficient of correlation between performance feedback and task performance. The Table shows the significant coefficients ( $F = 26.307$ ,  $\beta = .399$ ,  $t = 5.129$ ,  $p < .01$ ), which is also a confirmation of the results obtained in Table 3. The corresponding adjusted r-square (.153) shows that 15.3% of the variations in task performance is determined by performance feedback. Hence, performance feedback is found to be a significant but low predictor of task performance of business educators.

### Discussion of Findings

The study examined the nexus between job resources and task performance of business educators in public Universities in South-South Nigeria. The outcome of the study has contributed not only to the study of task performance of business educators, but it also provides the support for the assumptions of job demands-resources theory. Using the inferential statistics of bivariate correlation, the results showed that there is positive low correlation between colleague/HOD support and task performance, positive moderate correlation between job autonomy and task performance, positive low correlation between performance feedback and task performance and positive moderate correlation between job resources and task performance of business educators.

The test of the first hypothesis revealed that colleague/HOD support is found to positively predict task performance, as colleague/HOD support accounts for 15.1% of variations in task performance. Therefore, colleague/HOD support is found to predict task performance of business educators in public universities in South-South Nigeria. This means that when business educators experience high levels of job resources such as receiving support from or providing support to colleagues or HOD, they perform the tasks of teaching, research and administration better. This finding is in line with the study by Min and Yong (2014) who found that colleagues support has a positive influence on task performance. The finding also support the view of Nwanzu and Adams (2019) who argued that healthy employee-employee and leader-employee relationships are necessity for task performance as they are indication of conducive, harmonious work environment which give force to productive work behaviour. The finding also support the studies by Jayaweera (2015) and Lankeshwara (2016) who found that work



environmental factors, which include colleague and supervisor support have a significant interplay with task performance.

The test of the second hypothesis showed that job autonomy is a significant positive predictor of task performance, as job autonomy accounts for 16.4% of the variations in task performance. Therefore, job autonomy is found to positively predict task performance of business educators. This means that when business educators are given the chances to control or the autonomy to make decisions concerning their job, they perform the tasks of teaching, research and administration better. The finding also support a study of Langfred and Moye (2004) who found that job autonomy positively influence task performance. The finding align with the view of Saragih (2011) who argued that job autonomy influences task performance because employees with high job autonomy perceive that they are trusted to perform the task. The finding also support the study of Khoshnaw and Alavi (2020) who reported that job autonomy has a potential role in promoting task performance due to increased job satisfaction, work self-efficacy and mitigate job stress.

The test of the third hypothesis showed that performance feedback is a significant predictor of task performance, as performance feedback accounts for 15.3% of variations in task performance. Therefore, performance feedback is found to positively predict task performance of business educators. This means that when business educators are constantly provided with information concerning how well they are performing on the jobs, will make them to be engrossed with their core technical activities, which include teaching, research and administration. Thus, performance feedback is found to positively predict task performance of business educators. The finding support the view of Koopmans *et al.*, (2011) who reported that performance feedback helps employees to adopt a development-oriented state of mind, leading them to have knowledge about themselves, their behaviour, and ultimately influence their job performance. The finding also support the studies by Evans and Dobrosielska (2019); Wei and Yazdanifard (2014); Zhang, Gong, Zhang and Zhao (2017) and Zheng, Diaz, Jing and Chiaburu (2015) who found that performance feedback is a significant positive predictor of task performance.

### **Conclusion**

Based on the results of the study, the researchers conclude that job resources such as colleague/HOD support is a significant positive predictor of task performance of business educators. The study also conclude that job resources such as job autonomy is a significant positive predictor of task performance of business educators. The study further conclude that job resources such as performance feedback is a significant positive predictor of task performance of business educators.



### Recommendations

Based on the findings of the study, it is recommended that:

1. Universities administrators and managers should endeavour to device strategic measures to create challenging and resourceful work environment as this will provide opportunity for business educators to perform better on the job.
2. Business educators and heads of department should endeavour to provide support for their colleagues as this will help to motivate them to be engrossed with their work and, in turn, perform better on the job.
3. Business educators and heads of department should be given the opportunity to control or make decisions concerning their job as this will lead to better performance in the tasks of imparting knowledge, conducting research and managing resources.
4. Heads of department should endeavour to constantly provide information on the job performance of business educators as this will make them to buckle up on their areas of deficiencies and make them to improve more on the areas of better performance.

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