



AVAILABILITY AND UTILIZATION OF SKILLS ACQUISITION RESOURCES FOR TEACHING AND LEARNING IN BUSINESS EDUCATION IN KWARA STATE

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Abstract

Acquiring skills by students of business education at various institutions is a paramount requirement for self-sustainability and society development. The study examined the availability and utilization of skills acquisition resources in business education in Universities in Kwara State. The study adopted descriptive survey research design. The study was conducted in universities in Kwara State. The population of the study comprised final year students of business education in Kwara State University (144) and Al-Hikima University (17) in Kwara State. The entire population was used for the study, as it was a census sampling. The data collection instrument used for the research was a four-point structured questionnaire, with 20 questionnaire items titled Skill Acquisition resources in Business Education (SARBE) designed by the researchers. The instrument was validated by two experts in the field of business education. The calculated reliability yielded co-efficient index Of 0.88 which shows the instrument was reliable and stable. Data collected were analyzed using mean of standard deviation for the research questions. The findings amongst others, revealed that some of the resources needed to teach skills acquisition courses in business education are available in the department at a very high extent. Based on the findings of the study, it was concluded that to achieve the standard of education attain a peak of excellence, priority should be given to skills acquisition. Relevant resources both human and material are to be made available and well utilized for a positive outcome. It was recommended among others that; Government should make funds available for business education programmes and make provisions for necessary and needed resources for skills acquisition.

Keywords: *skills acquisition, resources and business education*



Introduction

Skill acquisition in Nigeria is an important component of growing economically, mostly in this time of national economic recession and regression. The Federal Government of Nigeria recognized skills acquisition and development as an important factor in the drive to enhance productivity, reduce youth unemployment and achieve sustainable economic development (Nwaukwa, Iloje, Nzeh&Nwagu, 2018).

The availability and effective utilization of adequate resources influence effective acquisition of skills needed by students in teaching and learning of business education. According to Okolocha and Ihionkhan (2015), in some business education programmes in Nigeria, there is inadequacy of human and material resources for teaching of courses. This supports the earlier findings of Amiaya (2013), which revealed that business education programme faces the problem of inadequacy of resources which hamper acquisition of skills needed for self-reliance.

Omidiji and Ogwu (2019), defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world (Enang and Okute, 2019). Skill acquisition is the ability to be trained on a particular task or function and become expert in it. Gumbari in Mshelia (2019), asserted that skill acquisition in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease trade deficits that result from such import. Busola (2016), indicated the following as the importance of skill acquisition; 1. Crime rate reduction 2. Employment opportunities 3. Improved quality of life 4 Self-employment.

Udo and Babangida (2017), defined business education as that aspect of vocational education which provides skills, knowledge, competencies and attitudes necessary for effective employment in any specific business occupations. According to Iwu (2016), business education is the study that equips the individual with the occupational skills and knowledge that will enable him/her fit into and finds job satisfaction in the labour market. Aliyu in Umezulike (2015), defined business education as education for the development of skills/competencies, attitudes and attributes which are necessary for the efficiency of the economic system.

In the view of Mshelia (2019), Omidiji and Ogwu (2019), skill acquisition in business education include communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill, book keeping skill. Entrepreneurship skill, etc. One of the major focus of business education is for students to be self-reliance and to achieve skills acquisition plays an important role. Ademiluyi (2019), identified several skills which are germane to employability. These include hard skills like ICT management and financial skills; and also soft skills like communication and human relations. These skills; communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill, book keeping skill. Entrepreneurship skill, etc. helps business education students to be self-reliance after school year and even before they have graduated, this make them to be job creators and not job seekers which one of the focus of business education.

Resources according to Umeh (2016), means something that can be used to enhance or improve educational programmes and promote skills acquisition. Usman (2016) listed types of educational resources for teaching as human, materials/physical, financial, time, and information and communication technology (ICT) resources which is also a. Skills acquisition resources in business education department includes human resources, financial resources, technical resources, physical resources, technological resources, etc.



Human resources According to Usman (2016), human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. In business education programme, human resource comprises all the members of staff from the highest rank to the lowest rank, academic and non- academic, students and business education reputation. For skills acquisition to be effective in business education effective and adequate human resources (lecturers, technologist, etc) should be available and properly utilize.

Financial resources are the funds and monetary resources needed for the smooth running of an institution and it is the soul of every institution because every other resources depends on it. It is major aspects of business education that other factors of administrations are created, maintained and sustained. In business education, financial resources are important for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of academic and non-academic staffs.

Physical resources in business education are the buildings and structures that can available in any institution. The physical resources may not be the same in all institutions. In the educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, lavatory facilities, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals. Akomolafo and Adesua (2016), stated that physical resources refer to the school buildings, classrooms, library, laboratories, lavatory facilities, offices and other materials and infrastructure that would likely motivate teachers to teach, and students to learn. Similarly, Ndinechi and Nwogu (2015), opined that physical resources are one of the environmental factors that influence teaching and learning in Nigerian tertiary institutions. Adequate provision for physical resources and proper utilization of physical resources brings about quality skilled business education graduates that can help in reducing youth and graduate unemployment in Nigeria

Technological and Technical resources are the ICT related equipment, software, electrical equipment, non-electrical equipment and machines use in business education such computers, modern, typewriters, projectors, Udoutin in Udofia, Ekpo, Nsa and Akpan (2012) asserted that tools, equipment and technical facilities utilized in laboratories and technical workshops constitute the learning environment for skill acquisition. In order to impart these skills to students/learners, availability of tools, equipment, machines, workshop and effective utilization of these facilities are required.

Adequacy of educational resources is essential if business education lecturers are to enhance skills acquisition. Adequacy is a condition of being enough in quantity and good enough in quality for a particular purpose or need (Ugwuanyi, 2013). For business education students to acquire these skills; communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill, book keeping skill. Entrepreneurship skill, among others. Resources like computer room, conducive learning environment, ventilated classroom and staff room, BED lab, shorthand lab, language lab, typing pool, professional and experienced lectures, adequate funding from the government and institution, etc needs to be available for the students and utilize effectively to acquire these skills. This study therefore examined the degree to which skills acquisition resources are available and utilize in business education.

Research Questions

The following research questions were raised to guide the study:

1. To what extent are skills acquisition resources for teaching and learning available in business education?
2. To what extent are the available skills acquisition resources for teaching and learning in business education utilized?

Statement of the problem



The current emerging issues facing business education at higher institutions call for concerns. As observed by the researcher, despite the huge amount spent on acquiring educational resources, the level of utilization has not been encouraging. This also affected the rate at which students got exposed to vocational and technical skills. Many students of business education who are supposed to be job creators and job givers after graduation turned out to be roaming the streets in search for white collar jobs for years while those that are on job can't settle in and blend with others because of little knowledge (mainly theory) of the require skills in the work field and many undergraduate students on SIWES in various organization finds it difficult to blend in due to lack of necessary skills needed to performed excellently in the office. This is as a result of their inadequately equipped relevant skills possibly due to the fact that business education programme is not up-to-date with required resources (human, financial, technical, physical, technological, etc.) needed to run the programme successfully like in other parts of developed countries. Some of the needed skills in business education for one to be self-reliant include communication skills, reading skills, and manipulative skills. These skills have contributed to the process for eradicating extreme poverty and hunger by creating avenue for employment, job opportunities and wealth creation. When resources are not adequately provided and properly utilize in business education programme to teach these skills, there will always huge gap in area of skill acquisition in business education. It is on this backdrop that the researcher decided to examine the availability and utilization of skills acquisition resources in business education in universities in Kwara State.

Methodology

A descriptive survey research design was adopted for this study. The study covered business education students in universities in Kwara State, namely university of Ilorin, Kwara State University and Al-Hikima university. The population of this study comprised 400 level business education students in Kwara state university (144) and Al-Hikima university (17) in Kwara State, University of Ilorin excluded due to the on-going strike. 400l business education students are used for the study because the researcher believe they has taken all training/course for skills acquisition in business education The entire population was used for the study, a total of 151; no sampling was done, the entire population was studied. The data collection instrument adopted for this research was a four-point structured questionnaire designed by the researcher. The questionnaire was titled Skill Acquisition resources in Business Education Questionnaire (SARBE). The questionnaire was section into two parts, Part A was designed to obtain bio-data of the respondents while Part B produced answers to the research questions. The instrument was validated by two experts. The drafted was given to these experts for face and content validation before final copy was typed. Research assistant was used for instrument administration. Spearman Brown prophecy was used to calculate the reliability which yielded co-efficient index Of 0.88. Data collected was analyzed using mean and standard deviation with decision rule of 2.50 above was consider high extent and below was consider low extent.

Results and Discussion

Research Question one: To what extent are skills acquisition resources available in business education?



Table 1: Mean and standard deviation of responses on the extent to which skills acquisition resources are available in business education

S/No	Item Statements	Mean	SD	Remark
1.	Lecturers in business education department are qualified and professional business educator	3.73	0.55	Very high extent
2.	Business educators are equipped with necessary skills and knowledge of practical course need for skills acquisition	3.57	0.63	Very high extent
3.	More than enough business educator are on ground for teaching the students	3.56	0.65	Very high extent
4.	Business education are properly fund and cater for by the institution	3.41	0.71	High extent
5.	Federal government are involved in providing necessary funds and facilities needed in business education	3.45	0.80	High extent
6.	Functioning BED Lab and computer room available in the department for students use	3.46	0.64	High extent
7.	Shorthand room/language Lab with functioning equipment and machines are provide for the students use	3.50	0.74	Very high extent
8.	Conducive learning environment for teaching and learning business education	3.40	0.77	High extent
9.	Well-furnished lecturing room, typing pool, computer room and laboratory for the students	3.41	0.71	High extent
10.	Business education has a good reputation in the institution	3.45	0.80	High extent
	Grand mean	3.49	0.70	High extent

Four of the items listed were rated as very high extent. These included: “Lecturers in business education department are qualified and professional business educator” ($\bar{X} = 3.73$), “Business educators are equipped with necessary skills and knowledge of practical course need for skills acquisition” ($\bar{X} = 3.57$), “More than enough business educator are on ground for teaching the students” ($\bar{X} = 3.56$) and “Shorthand room/language Lab with functioning equipment and machines are provide for the students use” ($\bar{X} = 3.50$). Other six of the items listed were ranked as High extent. These included: “Business education are properly fund and cater for by the institution” ($\bar{X} = 3.41$), “Federal government are involved in providing necessary funds and facilities needed in business education” ($\bar{X} = 3.45$), “Functioning BED Lab and computer room available in the department for students use” ($\bar{X} = 3.46$) and “Conducive learning environment for teaching and learning business education” ($\bar{X} = 3.40$), “Well ventilated lecturing room, typing pool, computer room and laboratory for the students” ($\bar{X} = 3.41$), “Business education has a good reputation in the institution” ($\bar{X} = 3.45$). The grand mean is 3.49 which fall within the range of High extent.



Research Question two: To what extent are the available skills acquisition resources in business education utilized?

Table 2: Mean and standard deviation of responses on the extent to which available skills acquisition resources in business education are utilized

S/No	Item Statements	Mean	SD	Remark
11.	Professional business educators are used in teaching and learning of business education	3.60	0.54	Very high extent
12.	Computer room and computers in it are used for teaching the students	3.00	1.22	High extent
13.	Shorthand Lab are used during shorthand dictations	3.60	0.55	Very high extent
14.	Government funds and grants to business education department	3.80	0.45	Very high extent
15.	Departmental levy paid by the students are used in running the department	3.40	0.55	High extent
16.	Lecture rooms and classroom	3.60	0.55	Very high extent
17.	Staff offices and relaxation	3.20	1.30	High extent
18.	Conducive learning environment and relaxation centre for the students	3.00	1.22	High extent
19.	Business educator with require skills are used in teaching and learning of business education	3.80	0.84	Very high extent
20	Departmental libraries	3.80	0.45	Very high extent
Grand mean		3.48	0.77	High extent

Six of the items listed were rated as Very High extent. These included: "Professional business educators are used in teaching and learning of business education" ($\bar{X} = 3.60$), "Shorthand Lab are used during shorthand dictations" (mean 3.60), "Government funds and grants to business education department" ($\bar{X} = 3.80$), "Lecture rooms and classroom" ($\bar{X} = 3.60$), "Business educator with require skills are used in teaching and learning of business education" ($\bar{X} = 3.80$) and "Departmental libraries" ($\bar{X} = 3.80$). Four of the items listed were ranked as High extent. These included: "Computer room and computers in it are used for teaching the students" ($\bar{X} = 3.00$), "Departmental levy paid by the students are used in running the department" ($\bar{X} = 3.40$), "Staff offices and relaxation" ($\bar{X} = 3.20$) and "Conducive learning environment and relaxation center for the students" ($\bar{X} = 3.00$). The grand mean is 3.48 which fall within the range of High extent.

Discussion of Findings

Finding of the study revealed that business education students agreed that skills acquisition resources are availability for teaching and learning in business education. The students believe that



lecturers in business education are qualified and professional, they are equipped with necessary skills and knowledge for practical courses, there are enough business educators, shorthand lab are with functioning machines and equipment are very available in business education department while fund and facilities for effective learning are not highly available from institution and government, conducive learning environment, well-furnished lecturing room, typing pool, computer room and laboratory are not fully available for teaching and learning. The findings indicate that financial resources and physical resources in business education are not highly available for use i.e business education is not properly funded and adequate facilities are not enough. This is in line with Amesi and Nnadi (2015), inadequate funding is one of the constraint on business education as it has made the programmes to suffer some serious setbacks that has limited its effective contribution to the general economic development of the Nation. Also Adegbesan (2010) who asserted that in order to establish quality education in Nigeria educational system, the government needs to provide all educational needs.

The findings of the research question two showed that the available skills acquisition resources in business education are utilized in teaching and learning of business education to a high extent. Effective utilization of skills acquisition resources for teaching and learning in business education will enable business education students to acquire necessary skills needed for self-reliance and competences on job performance.

Conclusion

The study emphasized on the availability and utilization of skills acquisition resources for teaching and learning in business education. Based on the findings of the study, it was concluded that to achieve the standard of education attain a peak of excellence, priority should be given to skills acquisition. Relevant resources both human and material are to be made available and well utilized for a positive outcome.

Recommendations

The researchers recommend that there is still a lot to be done by government and institution in the area of providing adequate resources for the business education programme in tertiary institutions:

1. Government should make funds available for business education programmes to provide the necessary and needed resources for skills acquisition in business education.
2. Institutions and departmental management should make sure that all these resources are properly and effectively utilize in teaching the students, not just use as a decoration in the department.
3. Business education lecturers should continue to utilize the available resources in teaching the students and demand for new modern ones if needs arise.

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